



# City of Milwaukee

## Meeting Agenda

City Hall  
200 E. Wells Street  
Milwaukee, WI 53202

### **BOARD OF FIRE AND POLICE COMMISSIONERS Committee on Testing and Recruiting**

*Commissioners Marisabel Cabrera, Angela McKenzie and Nelson Soler*

*Executive Director La Keisha Butler (414) 286-5000  
Program Assistant I Elizabeth Moore (414) 286-5185  
Fax: (414) 286-5050, E-mail: [fpc@milwaukee.gov](mailto:fpc@milwaukee.gov)*

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Friday, November 9, 2018

9:00 A.M.

Room 301-B, City Hall

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### **AMENDED AGENDA**

***The agenda below is hereby amended to add Public Comment to Item I.***

The Committee on Testing and Recruiting of the Board of Fire and Police Commissioners will meet in open session on the following items:

- I. Request to Amend Police Lieutenant Promotion Criteria/Detective Job Announcement Bulletin
  - A. Public Comment

The Board may receive a motion to convene in closed session in City Hall, Room 301-B, 200 East Wells Street, on the above item pursuant to Section 19.85 (1)(c) Wis. Stats., if necessary. The Board may then reconvene in open session concerning any such item following the closed session.

Members of the Fire and Police Commission who are not members of this Committee may attend this meeting to participate or to gather information. Therefore, notice is given that this meeting may constitute a meeting of the Fire and Police Commission or any of its Standing Committees, and must be noticed as such, although they will not take any formal action at this meeting.

Upon reasonable notice, efforts will be made to accommodate the needs of persons with disabilities through sign language interpreters or auxiliary aids. For additional information or to request services, contact the Fire and Police Commission ADA Coordinator at 414-286-5072, 414-286-5050 (fax), 414-286-2960 (TDD), or by writing to the Coordinator at Fire and Police Commission, Milwaukee City hall, room 706A, 200 East Wells Street, Milwaukee, WI 53202-3515.

La Keisha Butler  
Executive Director

LWB:em



## Fire and Police Commission

**La Keisha W. Butler**  
Executive Director

**Marisabel Cabrera**  
Chair

**Nelson Soler**  
Vice-Chair

**Ann Wilson**  
**Steven M. DeVougas**  
**Fred Crouther**  
**Angela McKenzie**  
Commissioners

### Memorandum

To: La Keisha W. Butler, Executive Director

From: Dave Gelting, Research & Policy Analyst

Date: November 7, 2018

Re: Chief Morales' Request for Policy Change to allow Detectives to take the Lieutenant's Exam

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This memorandum is written in response to a November 2, 2018 request to provide the Testing and Recruiting Committee context regarding the history and current status of promotions to Police Lieutenant in the MPD.

### Problem Identification

According to my interpretation of the documents written by Chief Morales, Assistant Chief Caballero, and the MPA, the problems that they are identifying and attempting to address in their request to change the minimum qualifications for the Police Lieutenant exam are:

1. A perception of unfairness that members at the rank of Detective do not have a direct promotional path towards Lieutenant.
2. There remains ambiguity regarding the matter at hand: the language of the Detective job announcement indicates that Detectives **may** not be eligible to test for Lieutenant. The use of the word "may" sows uncertainty regarding how the FPC plans to set the minimum qualification for Lieutenant and gives members second thoughts when applying for the position of Detective.
3. A perception that the work of Detectives is devalued by eliminating their direct promotional opportunities.
4. There have begun to be less applicants for the position of Detective and thus less depth to the talent pool from which Detectives are selected.

### History of MPD Promotional Structure

In the mid-20<sup>th</sup> century it was common for U.S. police departments to have separate and distinct patrol and investigative bureaus, each with their own promotional paths and supervisory structures. As crime rates increased nationally through the 1960's and 1970's, police agencies and academics began to

question the effectiveness of what they termed “reactive” policing: a focus on routine patrol, immediate response to calls, and follow-up investigations. The idea of “proactive” policing became popular in the 1970’s to 1980’s, with the notion that police agencies should function in ways that might prevent crime from occurring in the first place.

With this new approach police departments began to reorganize their management of resources. The former approach emphasized investigations while the new approach emphasized patrol, thus department structures and promotional paths changed to reflect these priorities. Milwaukee was an outlier in this trend, in that the MPD continued to utilize a separate promotional track within their Detective Bureau into the 1980’s and beyond, reflective of the value that MPD placed on investigative work and their late adoption of the prevalent trends in U.S. policing.

Table 1 provides a historical summary of the bureau and position structure in the MPD. This is not a detailed picture of the promotional or chain-of-command hierarchy, but is an overview of the positions under each general workgroup to give a sense of the positional roles that existed during various times in the history of the MPD. The information was obtained from the historical MPD and FPC annual reports.

		Investigations	Patrol
1959: Chief Johnson	Johnson	Captain of Detectives: 1 Lieutenant of Detectives: 1 Detective Sergeant: 18 Detective: 108	Captain of Police: 20 Lieutenant of Police: 20 Police Sergeant: 109 Patrolmen: 1286
1963: Chief Johnson	Johnson	Dep. Insp. of Detectives: 1 Detective Sergeant: 16 Detective: 110	Captain of Police: 20 Lieutenant of Police: 21 Police Sergeant: 108 Patrolmen: 1359
1964: Chief Breier	Breier	Inspector of Detectives: 1 Dep. Insp. of Detectives: 1 Detective Sergeant: 13 Detective: 108	Captain of Police: 22 Lieutenant of Police: 23 Police Sergeant: 132 Patrolmen: 1366
1982: Chief Brier	Brier	Inspector of Detectives: 1 Dep. Insp. of Detectives: 1 Lieutenant of Detectives: 23 Detective: 235	Captain of Police: 23 Lieutenant of Police: 25 Police Sergeant: 156 Police Officer: 1470
2011: Chief Flynn	Flynn	Inspector of Police: 6 Captain of Police: 22 Lieutenant of Police: 56 Detective: 197	Police Sergeant: 192 Police Officer: 1348

Table 1: Investigative and Patrol Positions in the MPD



The current organizational structure, implemented in 2010, follows the common practice of police departments trending towards proactive crime control strategies that have been implemented in cities across the U.S. It should be noted that the use of the term “best practice” is often utilized rather than “common practice” among national associations and academics, however at this time I have not found any objective data that definitively identifies a particular organizational structure as better than another.

The current position classification and promotional framework was decided upon by the FPC after receiving a reclassification request from Chief Flynn on March 10, 2009. The Department of Employee Relations presented a report on the matter at the January 7, 2010 FPC meeting. During that meeting, Chief Flynn described that the rationale for combining the Lieutenant of Detectives and Lieutenant of Police into a single Police Lieutenant position was “to avoid having two different police departments with two different chains of command”. He further iterated that “The goal is not to have dead-end ranks”. The board voted unanimously to approve the reclassification report.

From the outset of this decision the MPA maintained that Detectives should be allowed to test for this newly combined rank of Police Lieutenant and the MPSO maintained that only Sergeants should be allowed to test for this newly combined rank of Police Lieutenant.

A clear and final determination of a long-term policy regarding this difference of opinion has not yet been determined by the FPC. While there was discussion regarding potential next-steps for further changes to the promotional process, at this time no long term changes have been formally considered and examination announcements currently determine minimum eligibility requirements on a case by case basis.

## Police Lieutenant Examinations

- July 12, 2012
  - Detectives with three years of service were eligible to apply.
- November 6, 2014
  - Only Detectives who were in their position as of November 4, 2011 were grandfathered in to apply.

## Policy and Operations Impact

The changes that occurred in 2010 regarding the department structure and promotional framework were more than simple changes to human resource practices, they were a conscious reflection of a changing focus of the mission of the department. It was a movement away from investigations and towards crime prevention.

A [2012 article in Governing Magazine](#) provided an informative description of what Chief Flynn was attempting to implement with both this and other changes to the department:

When Flynn arrived in Milwaukee, he found a department dominated by its detectives, particularly its homicide detectives. Working closely with the district attorney’s office, they routinely “cleared” more than 80 percent of total homicide cases. If case clearance was the goal, notes District Attorney John Chisholm, “it was an extremely effective system.”

While clearance rates are important, Flynn felt the department was focused on the wrong goal. It was important to solve crimes, but it was also important to prevent them. The role of the uniform patrol needed to be redefined and expanded. With the

support of the mayor and the Fire and Police Commission, Flynn took key plainclothes commanders from the Criminal Investigation Bureau, put them back in uniform and moved them from the Police Administration Building downtown out to the districts. The elite plainclothes units were disbanded and consolidated. Now, instead of patrol officers running from “hitch to hitch,” says Tobin of the Fire and Police Commission, referring to individual calls for service, patrol officers are supposed to take the time to investigate incidents from start to finish, including such serious offenses as aggravated assault and armed robbery.

The process has not been an easy one. “We have had growing pains on that,” says Tobin. Assistant district attorneys have had to deal with cases that were not as well prepared as when investigations were conducted by detectives. Sometimes cases were dismissed as a result, and uniformed officers have been disciplined for botching investigations.

### Clearance and Crime Rate Data

Review of clearance and crime rate data can provide context for the changing focus between investigations and crime prevention. Because Milwaukee was comparatively late to change their promotional and organizational structure to reflect new proactive policing philosophies, comparing Milwaukee to the rest of the U.S. can be illustrative.

Figure 1 details the historical homicide clearance rate for the MPD and compares it to that of the entire United States. Homicide clearance rate is chosen as the unit of analysis due to the fact that homicides are generally investigated by Detectives and, being the most serious violent crime, can be a measure to consider when assessing the investigative work of a police department. However, there are many factors influencing clearance rates beyond the control of Detectives, so this measure is not intended as the single authoritative measure of the quality of a department’s investigative capability.

The dots in Figure 1 are the actual yearly clearance rate and the line is a 4-point moving average which serves to smooth the data in order to more readily recognize trends. Unfortunately, long-range historical data comparing Milwaukee to all similarly sized cities in this context is not readily available.

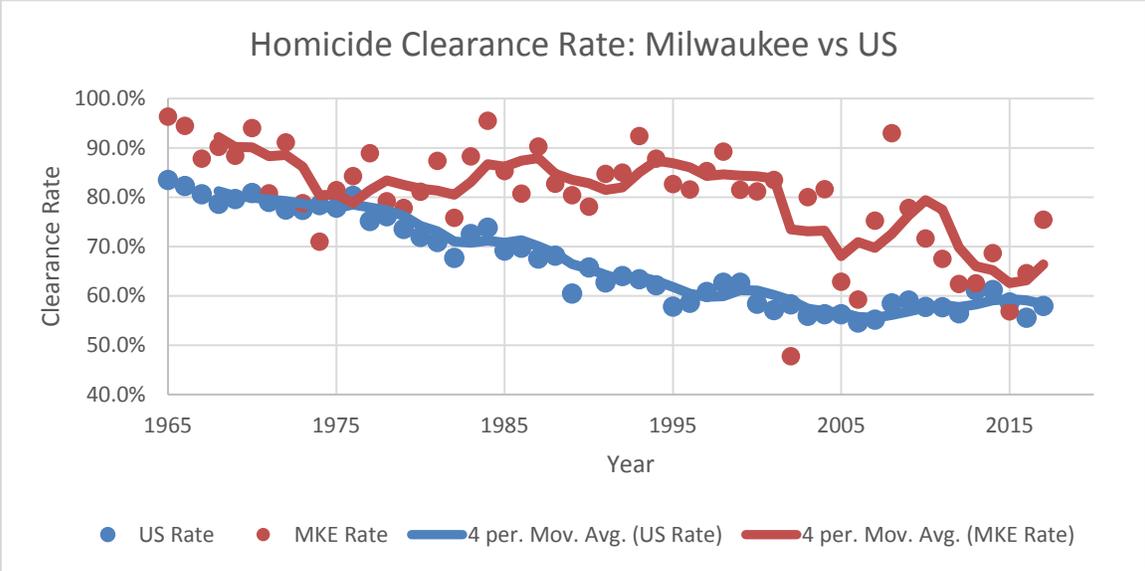


Figure 1 - source: UCR Crime Data compiled by MurderData.org



It is notable to see that between 1965 and 2000 the national homicide clearance rate consistently declined while the clearance rate for the MPD remained relatively constant in the same timeframe. Also note that the outlier data point in 2002 impacts the inflection point of the trend line. Internal MPD data reports a clearance rate that year of 81% as opposed to the FBI rate of 48%. Depending on the data source the inflection point of the trend line would be around 2002 (FBI data) or 2005 (MPD data).

Figure 2 details the violent crime rate for the city of Milwaukee, all U.S. cities with populations between 500,000 and 999,999, and the country as a whole. FBI UCR data was only available from 1985 – 2014. Like Figure 1, a 4-point moving average is superimposed on the Milwaukee data in order to view trends. The violent crime rate was chosen as the unit of analysis due to the importance of violent crime in the public’s perception of their own safety, and thus the importance of preventing the occurrence of violent crime. Similar to the clearance rate data, there are many factors beyond the control of a police department that influence crime rates, thus the violent crime rate in and of itself is not intended as the single authoritative measure of a police department’s crime prevention strategy.

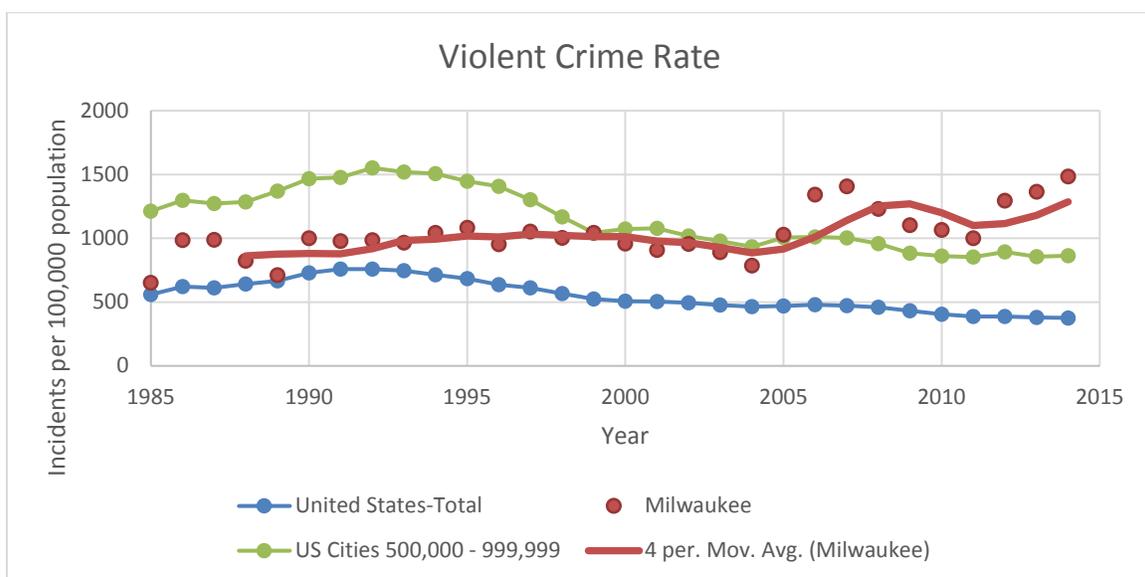


Figure 2 - source: UCR data online [ucrdatatool.gov](http://ucrdatatool.gov)

Notable in this figure is that in both the U.S. as a whole and in comparably-sized cities the violent crime rate began to decline in the early 1990s and then level off in the early 2000’s. The violent crime rate in Milwaukee was relatively constant from 1985 – 2005 and began to increase thereafter.

One can conclude from this data that while the MPD was “behind the times” in their shift to a proactive policing framework, their work under the previous reactive framework certainly produced much higher clearance rates than the rest of the country. If the MPD was also “behind the times” in crime prevention is less clear. There was a definite decline in violent crime rates both nationally and in comparatively-sized cities during the late 1990’s. However, while Milwaukee did not experience such a decline, Milwaukee was already at a lower violent crime rate than comparable cities. After 2005, the rates in comparable cities and in the U.S. in general remained relatively steady while the rate in Milwaukee increased.



## Considerations

### Debate on Minimum Qualifications for Police Lieutenant

The basic disagreement regarding this matter is whether an effective Police Lieutenant must have experience managing **people** prior to taking the Police Lieutenant exam, or if handling investigations and managing **projects** as a Detective sufficiently instills the necessary skills for a successful Police Lieutenant. The Chief's Office has indicated that Police Lieutenant qualifications should focus on **leadership** qualities, regardless of professional experience directly managing people and/or projects.

The MPSO contends that a Police Lieutenant must have experience as a Sergeant because that is where fundamental management skill development will take place given the number of staff a Sergeant is responsible for managing on a daily basis. Furthermore, they argue that if a Detective is promoted to Police Lieutenant they will be supervising Sergeants without any Sergeant experience and would be ill equipped to do so. They point out that few, if any, departments in the U.S. have promotional processes that allow for supervisory promotions without experience as a Sergeant.

The MPA contends that for years the department has allowed detectives to rise through the ranks without any notable defect in their management ability. They make the opposite argument that by only allowing Sergeants to promote to Police Lieutenant a Police Lieutenant will be supervising Detectives without ever having been a Detective, while at least a Detective has been a Police Officer and thus has some familiarity with Patrol. They believe that forcing a Detective to make what they view as a lateral move to Sergeant before they can take promotional exams makes the position of Detective a "dead end" and undesirable promotion for Police Officers.

A decision by the Board on this matter will address problems 1 and 2 identified in the introduction of this memorandum: the concept of fairness regarding promotional opportunities and the ambiguity of the promotional opportunities for Detectives. It may be that confidence in the quality of the examination process for Police Lieutenant is high enough that the minimum qualifications and experience required for the position is relatively unimportant; the examination itself will screen out those that do not have the required skills. Or it may be that the sort of skills necessary for a successful Police Lieutenant cannot be fully assessed in the examination environment and setting appropriate minimum qualifications and experience to even take the exam will address that deficiency.

### Strengthening the Position of Detective

Problems 3 and 4 identified in the introduction of this memorandum are regarding the perceived value in the position of Detective and the need for a deeper, more qualified applicant pool for that position. Allowing Detectives to promote directly to Police Lieutenant or recreating the position of Lieutenant of Detectives might address those concerns, but there may also be other ways to address these concerns which generally relate to the "strengthening" of the Detective ranks.

More research would be needed to gather ideas for accomplishing this goal if it is decided to leave in place the current Police Lieutenant minimum qualifications. It is possible that interviews or surveys of department members could shed light on potential ways to improve the strength of the Detective rank. Or, upon further research, it could be determined that this isn't a problem at all and there is no "strengthening" needed for the position of Detective.

## Conclusion

On one level the Board can view this issue as a human resources issue regarding promotional qualifications, but on another level this matter can be viewed as a philosophical framework and reflection of department priorities.

Regardless of how the matter at hand is concluded, there are particular issues, I surmise, all parties wish to ensure:

1. Police Officers, Detectives, Sergeants and Lieutenants must all operate from a stance of mutual respect and value. Each role is critical to the mission of the department and each role must work together as a single team towards the department's goals.
2. The department must balance both their reactive and proactive roles. They must not forgo effective investigations and high clearance rates for crime prevention strategies, and they must not give up on crime prevention to simply react to reported crimes. While the pendulum has swung both ways historically across the country, our community needs a balance between both aspects of the police mission.



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## Fire and Police Commission

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Executive Director

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Vice-Chair

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**Steven M. DeVougas**  
**Fred Crouther**  
**Angela McKenzie**  
Commissioners

### Memorandum

To: Testing & Recruiting Committee

From: La Keisha W. Butler, Executive Director

Date: 11/2/2018

RE: Chief Morales' Request for Policy Change to allow Detectives to take the Lieutenant's Exam

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On July 19, 2018, Chief Morales submitted a written request to the commission requesting that Detectives with a minimum of four (4) years of service as a detective, police sergeant, or a combination of the two ranks, be eligible to participate in the promotion process for the rank of police lieutenant.

This request would undo an agreement brokered between the police department, Milwaukee Police Association (MPA), and the Milwaukee Police Supervisor's Organization (MPSO) in which the policy was established that eligibility for the lieutenant's promotional process required service as a police sergeant, but allowed the current group of detectives (who were specifically named in an addendum to the agreement) to participate in the promotion process without having to serve as police sergeants initially.

As part of this item, you will find several attachments. First, is a letter from Chief Morales formally requesting the policy change, followed by an email from Assistant Chief Caballero regarding altering the language of the detective job announcement bulletin and a draft of the detective job announcement bulletin. Following the job announcement bulletin are the position statements from Chief Morales, the MPA, and the MPSO. In addition, I have provided information related to the San Francisco model referenced in the MPSO's materials. Finally, I have attached the preparation guides for the last administration of the detective and lieutenant exams. These guides provide a sense of the job duties and functions candidates will be expected to perform in each role.

FPC researcher, David Gelting, is working on a memorandum discussing the history and current status of promotions to lieutenant. We hope to have that to you early next week.

This request by Chief Morales would have an impact both on the recruitment of candidates to the position of detective and lieutenant. If the request is granted, we will work with our vendor, EB Jacobs, to ensure that the examination process for lieutenant is fair to all prospective candidates while appropriately testing candidates' aptitude for serving as a supervisor in MPD.



**Milwaukee Police Department**  
Police Administration Building  
749 West State Street  
Milwaukee, Wisconsin 53233  
<http://www.milwaukee.gov/police>

July 19, 2018

**Alfonso Morales**  
Chief of Police  
(414) 933-4444

The Board of the  
Fire and Police Commissioners  
200 East Wells Street, Room 706  
Milwaukee, WI 53202

RE: REQUEST FOR POLICY CHANGE - POLICE LIEUTENANT EXAM

Dear Commissioners:

On November 4, 2011, a Memorandum of Understanding was put into place between the City of Milwaukee and the Milwaukee Police Association permitting employees occupying the classification of detective be eligible for consideration for promotion to the rank of police lieutenant if the employee otherwise meets the minimum eligibility criteria for promotion to the rank of police lieutenant as established by your honorable Commission. I respectfully request that members with at least four (4) years of service as a detective, police sergeant, or a combination of the two ranks, be eligible to participate in the promotion process to the rank of police lieutenant and to remove the language that would preclude employees from the promotional testing process based solely on the lack of experience as a police sergeant.

The essential responsibilities of the police lieutenant include preserving public peace and order, preventing and detecting crime, and improving the quality of life for citizens of the City. They are also responsible for directing and coordinating field investigations, evaluating and determining follow-up and ensuring that all investigative work is completed. Members in this critical role exact the proper performance from personnel of a lesser rank and enforce the rules, regulations, and standard operating procedures of the Department and the laws and ordinances for which the City takes cognizance. Permitting these changes would afford more Department members who meet the minimum eligibility criteria an opportunity to be considered for promotion to the rank of police lieutenant.

Department representatives are available to assist FPC staff in this matter. If you have questions regarding this matter, please contact Human Resources Administrator Arvis Williams at 935-7110.

Sincerely,

ALFONSO MORALES  
CHIEF OF POLICE

AM:an

## Butler, La Keisha

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**From:** Caballero, Steven  
**Sent:** Wednesday, July 18, 2018 1:02 PM  
**To:** Williams, Arvis; Gordon, Terrence; Harvey, Jeffrey  
**Cc:** Butler, La Keisha; Crump, Clifton  
**Subject:** Draft  
**Attachments:** DET 2018 JAB.DOC

All,  
Your thoughts?

As I've said in prior meetings....If the language in the job announcement does not address detectives being able to take the promotional exam for Lt...the number of applicants will be low and the commission will have to have another test soon. I'm afraid the below verbiage will preclude many officers from taking the exam.

*Applicants for Detective who are not on the list of identified employees in the Appendix L Memorandum of Understanding may not be eligible to participate in future promotional processes for the position of Police Lieutenant. Eligibility to participate in an examination is established by the Board when the Promotional Examination Announcement Bulletin is approved.*

Respectfully,

Steve Caballero  
Assistant Chief of Police  
Milwaukee Police Department  
Criminal Investigations Bureau  
414-935-7201 (desk)  
414-544-6652 (cell)

**Promotional Examination Announcement Bulletin**  
**DETECTIVE**

**DRAFT**

**REQUIREMENTS**

**Applicants must have served continuously as a sworn member of the Milwaukee Police Department for at least four years immediately preceding September 27, 2018 (i.e. date of written test).**

Continuous service includes:

- Time spent on military leave or duty disability will count toward the actual years of service requirement.
- Police Officers who have had leaves of absence related to physical disabilities, including maternity leave, sick leave, or education leave or leaves which qualify under the Family and Medical Leave Act.
- A break in service of 30 cumulative days or less for other non-disciplinary reasons.
- A break in service of 5 cumulative days or less for disciplinary reasons will be considered to have continuous service but must have the required years of actual service.

**DUTIES**

- Conduct crime scene investigations.
- Collect and preserve physical evidence.
- Plan and conduct case management activities.
- Interview witnesses and victims.
- Surveil, apprehend and interrogate suspects.
- Collaborate and communicate with other department personnel.
- Obtain warrants and assist the District Attorney.
- Prepare and maintain departmental forms, reports and personal records.
- Perform general law enforcement activities.
- Keep up-to-date and read police-related materials.
- Perform other related duties and responsibilities.

**OTHER QUALIFICATIONS**

The position of Detective requires the following knowledge, skills, abilities and personal characteristics for successful performance of duties, which will be evaluated in the selection process:

- Knowledge of criminal investigation procedures, interviewing and interrogating techniques, laws and statutes, and rules and procedures.
- Oral and written expression, oral and written comprehension.
- Analytical and interpersonal skills.
- Judgment and decision making.
- Planning and organizing.
- Managing resources and directing and coordinating.
- Initiative and the ability to perform effectively under stress.
- Skill and knowledge to abide by and enforce the Department's Code of Conduct.

**APPLICATIONS**

Applications are available online only at [www.jobaps.com/Mil/jobs/FPC](http://www.jobaps.com/Mil/jobs/FPC). Applications must be submitted by Friday, August 17, 2018. The Commission is not responsible for applications not received by the deadline.

**EXAMINATION**

The examination will consist of the following components:

Written Test	25%
Oral Exam	35%
Career Review	35%
Seniority	5%
	<u>100%</u>

The Written Technical Knowledge Test is tentatively scheduled for **Thursday, September 27, 2018**. Qualified candidates who have submitted an application will receive an email notification with additional information regarding the written test.

Applicants must pass the Written Technical Knowledge Test in order to proceed to the Oral Board Examination and Career Review Board. Those applicants will be notified at a later date of the date, time, place, and nature of the remaining test components. The eligible list resulting from this examination will remain in effect for two years from the date of adoption, unless exhausted, extended, or rescinded by the Board. Promotion is contingent upon passing a drug screen.

A Reading List and Preparation Guide containing information regarding the Written Test will be made available to applicants for promotion to Detective. Both the reading list and preparation guide will be available on the MPD HR Division SharePoint.

**Promotional Examination Announcement Bulletin**  
**DETECTIVE**

*If you will be unavailable for one or more portions of the examination due to military service or training, you must provide written notification to the Fire and Police Commission prior to the examination. Please contact Jeff Harvey at (414)286-5460, [jharvey@milwaukee.gov](mailto:jharvey@milwaukee.gov), or in person at City Hall Room 706.*

**NOTE: Promotion Eligibility to Police Lieutenant**

The labor contract agreement between the City of Milwaukee and the Milwaukee Police Association Local #21 effective January 1, 2010 through December 31, 2012 and continuing in effect until otherwise revised includes Appendix L, Memorandum of Understanding which states in pertinent part:

1. *An employee occupying the classification of detective on the execution date of the 2010-2012 Agreement between the City and the Union shall be eligible for consideration for promotion to the rank of police lieutenant if the employee otherwise meets the minimum eligibility criteria for consideration for promotion to the rank of police lieutenant as established by the City's Fire and Police Commission. A list of identified employees shall be attached to the Memorandum.*
2. *No employee identified herein shall be precluded from the promotional testing process to the rank of police lieutenant based solely on a lack of experience as a sergeant.*

Applicants for Detective who are not on the list of identified employees in the Appendix L Memorandum of Understanding may not be eligible to participate in future promotional processes for the position of Police Lieutenant. Eligibility to participate in an examination is established by the Board when the Promotional Examination Announcement Bulletin is approved.

## MILWAUKEE POLICE DEPARTMENT MEMORANDUM



**Date:** 09/04/2018

**TO:** ALFONSO MORALES  
CHIEF of POLICE

**FR:** STEVE CABALLERO  
ASSISTANT CHIEF of POLICE

**RE:** Detective testing for Lieutenant

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The ability to be an effective leader exists at both ranks. Allowing detectives and sergeants to sit for the lieutenant's exam ensures competition for the best candidates. We differentiate between 'managers' and 'leaders.' A manager runs the police department and gets the expected results. A leader's mission is to lead the team, not just get results. Most importantly, a leader crafts the future. What we want and need at the Milwaukee Police Department are leaders.

The intangible leadership qualities that are developed over time by detectives include the unique ability to think critically and creatively about problems in the police profession. This untaught skill is developed during the daily response to various crimes scenes, speaking in depth with witnesses and victims of crime. They figure out how to solve the crime (how to solve the problem). This skill allows for true leadership in some employees and not mere managers of people.

These activities allow detectives when promoted to the rank of lieutenant to address complex issues and resolve them. This quality above all has led to many prior detectives of the Milwaukee Police Department to become chiefs of police in the State of Wisconsin.

Detectives work across areas of the agency. In other words, they lead groups of patrol officers and at times, superiors to accomplish a mission. They are not myopically focused on just other detectives and must build relationships to be effective.

Effective lieutenants are both leaders of people and have a component of administrative organization. Detectives generally have both of these assets. The ability to influence human behavior is developed as a detectives effectively communicate to the public, elected officials, courts, juries, etc., and lastly document their work. Detectives are adept at attention to detail in documentation.

Detectives routinely document important facts and details that assist them when analyzing crime problems and working with problem employees. Dealing with any issue that comes up as a lieutenant requires both the ability to work on the administrative side and the leadership side. The ability to communicate a message and sort out versions of events leads to efficiency in operations and effectiveness as a leader.

Detectives are called upon to investigate other members of the department. They are entrusted by the courts to testify to the crimes they investigate. This speaks highly of the integrity detectives have and what we want in the lieutenant rank.

The job description for lieutenant currently on file with Human Resources dated 06/09/2014 states the basic function of the position is: Preserving public peace and order, prevent and detect crime, identify and arrest criminals, manage and coordinate criminal investigations, evaluate and assign follow-up and ensure work is completed. They supervise, guide, instruct, and develop personnel to become future leaders in the Department. These functions are not solely a sergeant's responsibility.

Also addressed in the job description are the minimum qualifications required for the position of lieutenant. To sit for the test requires three years of service as a police sergeant or detective in the City of Milwaukee Police Department. Have the ability to command and direct a force of personnel of lesser rank and to efficiently enforce discipline while maintaining good morale among personnel. Have the ability to exercise discretion and judgment while maintaining effective control of assigned police personnel and the ability to effectively maintain law and order during their tour of duty.

To reiterate, the ability to be an effective leader exists at both ranks. Allowing detectives and sergeants to sit for the lieutenant's exam ensures competition for the best candidates.

Respectfully,

Steven Caballero  
Assistant Chief of Police  
Criminal Investigations Bureau

# Milwaukee POLICE Association®

Local #21 IUPA-AFL-CIO



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Glenn J. Podlesnik

August 8, 2013

Milwaukee Fire and Police Commission  
C/o Commissioner Kathryn Hein  
200 East Wells Street, Room 706  
Milwaukee, WI 53202

# COPY

RE: Previously Addressed by MPA/ Unanswered by FPC

- I. Future promotional opportunity
- II. Furlough/Staffing/Safety

Dear Commissioner Kathryn Hein,

Over the past few years, many Fire and Police Commission meetings, I have expressed various concerns to the commissioners; never have I received an answer. While I understand it is within the purview of the commission to agenda items of their choosing, I am requesting at minimum an acknowledgement of my correspondence(s).

I. Most recently I raised, on behalf of the members of the Milwaukee Police Association, the **issue of future opportunity of detectives to test for promotion to lieutenant**. This concern has caused a drastic downturn in competitive testing, i.e. member disillusionment and frustration manifested by capitulation. Officers are simply declaring their personal unwillingness to serve at a higher level because of the uncertainty created by unclear direction. This is one more illustration of morale impacted by unnecessary policy change. Ultimately the best and brightest may not be leading our department into the future.

Arguably it certainly is a reasonable request to establish clarity of future expectation. I did inquire with the Chief's office (COS) if the *in question* language was directed by the Chief – I was informed it was not. With that being said it does not appear as though a valid reason to post the test announcement with the language: *...may not be eligible in the future to test for lieutenant*, was appropriate, or necessary. I have included my most recent correspondence to the FPC regarding this concern. [May 16, 2013 memo to FPC]

II. Recent media has thoroughly illustrated an uptick in crime. The MPA has not been shy about sharing concern relative to filling **vacancies**, rejecting **furloughs**, and caring for **overworked officers**. The commission has heard my pleas many times.

While a surge of officer presence (overtime grant) may certainly have an impact, it is not a long term solution. Further it makes little sense to continue to furlough officers while paying the same officers overtime to work longer hours when not furloughed.

Long term sustainability will be achieved through filling the vacancies coupled with proper policing strategies; which must emphasize the fundamentals of the craft, while embracing both the proven as well as the innovative. Additionally, while addressing the concerns of crime we must also be cognizant of the demands placed on the individual officer.

Our professional officers are dedicated to their chosen vocation, and equally dedicated to the community and citizenry of whom they serve. However, they are human and thereby have physical limitations – we must not discount the fact that our staffing levels are far less than needed. Our fine brave men and women should never be ordered to patrol these mean streets in single officer squads.

...and certainly not after answering the call to the point of exhaustion

The Department pledged to you that furloughs would not impact staffing – I argued otherwise. Officers currently work under extreme fatigue situations and are forbidden from discretionary off days to recoup and reconstitute. Revocation of off days/scheduling off days, including scheduling of mandatory furlough days in certain calendar periods is directly driven by staffing concerns.

I challenge the common sense of the situation (continuation of furloughs) – furlough while paying overtime; take it away with one hand and give it back with another? It simply does not make sense.

In your consideration as to support of enhanced staffing I offer the following:

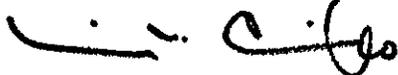
- In the early 90's the MPD went through a hiring spike (multiple academy classes)
- Those classes are due to mature (retirement eligibility) within the next 4-to-5 years/ starting next year/
- Resulting in over 300 officers available for retirement in a short period of time
- The aforementioned coupled with the fact that our attrition rate is currently out pacing our hiring, we are soon to find our department/city in a desperate state (we may already be there)

On behalf of the officers of the MPA, and their families I plead with you: consider their safety.

We need to bolster the ranks, double the squads, and repeal the furloughs. It is simply too dangerous not to!

Sincerely,

MILWAUKEE POLICE ASSOCIATION



Michael V. Crivello

President

Local #21, IUPA, AFL-CIO

[crivello@milwaukeekeepoliceassoc.com](mailto:crivello@milwaukeekeepoliceassoc.com)

Cc: Executive Director Michael G. Tobin  
Commissioner Paoi X Lor  
Commissioner Sarah Morgan  
Commissioner Michael M. O'Hear  
Commissioner Ann Wilson  
Commissioner Marisabel Cabrera

**Milwaukee  
POLICE  
Association**

Local #21 IUPA



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September 14, 2018

City of Milwaukee Fire and Police Commission  
*c/o La Keisha W. Butler, Executive Director*  
200 E. Wells St.  
Milwaukee, WI 53202

**RE: LIEUTENANT EXAMINATION ELIGIBILITY**

Dear FPC Commissioners [ALL]:

Sir/ Ma'am,

I am drafting this correspondence to inform the commissioners from whence we came relative to testing and promotion to the rank of lieutenant; while hopefully illustrating the best course forward. It is the *strident view* of the Milwaukee Police Association {MPA} that future successes in leadership will be garnered from a pool of greatest diversity. There is no credible argument to block the direct promotional opportunity of the rank of detective to lieutenant; the same is clear for sergeant.

Clearly the Milwaukee Police Department {MPD} has demonstrated proficiency through the process of fostering leadership through, both the detective and sergeant ranks. The long-standing, time tested practice of an equal opportunity path has proven to be of true value. One may simply refer to the career progression of our current Chief of Police, *Alfonso Morales*, for an example of achievement from the detective path to lieutenant – ultimately Chief.

The issue remains [unnecessarily] persistent.

**2010 May/ first meeting; Crivello address to the FPC (in part):**

*The issue relative to detectives is a vital one... The issues are twofold: the future of how our city employs detectives ...and how should the individuals currently on an accepted promotional list be treated?*

*The city of Milwaukee currently enjoys a crime clearance rate which surpasses other cities in the nation – this is not by accident, but rather because we have a recognized tested, competitive promotional process – one that demands that the most qualified individual is promoted to the position of detective.*

*Our success is founded in training – education; continual education – and specialty experience - - none of this happens by accident – this occurs because we have individuals who have dedicated their lives to a craft ... dedicated themselves to the city they serve.*

*The advent of the dedication is directly attributable to the Milwaukee Police Department training academy and the historical process of which we have been grown... I say grown, because your best leaders **are grown**, cultivated from great diversity and experience, of which our current system offers a definite avenue – our future leaders have vast experience emanating from the two-pronged foundation/ uniformed patrol and the bureau; both of which are grown – sent to unique classes building the foundation for future leaders.*

*As recruit classes are indoctrinated to the academy of the MPD – they are very clearly advised of the functionality and structure of the department - early on the recruit is taught/directed that there is two ways to progress through the ranks of the department – two paths that share uniqueness and are of certain equal merit; both of which share equal necessity to the success of the department – two paths which offer equal opportunity toward achievement.*

*The MPA recognizes that career broadening opportunities are certainly of value to the department as well as the individual – what we argue is the devalue of the detective bureau; an equal opportunity for a detective to promote to lieutenant, as a sergeant to lieutenant is essential. This offers the greatest diversity – the greatest experience breath – and ultimately would continue to enhance the department.*

*Certainly, if a sergeant can be sent to an academy class to understand what a detective does; than a detective could be sent to an alike class to learn what a sergeant does; however the greater concern should be founded in identifying the individual best suited to serve. A lieutenant is a tested position – equal opportunity granted to each will absolutely move the most prepared forward.*

*Should the FPC adopt a stand which would accept a practice of only sergeants being eligible for lieutenant promotion – the FPC would have sanctioned the end of a proven successful part of the department – further the ruling would limit the prospective candidate pool to sergeants thereby sacrificing true opportunity for a diverse pool of qualified experienced candidates*

*In closing ... our professional detective corps is a proven asset to the city ... of which some have chosen to accept an opportunity to serve at a new level - - the MPA respectfully demands that the Fire and Police Commission thoroughly examines both situations ... preserving a professional promoted detective corps - - while preserving their rights for future opportunity.*

### **2010 May/ second meeting; Crivello address to the FPC (in part):**

*At the May 6th FPC meeting I was afforded the opportunity to share with the Board some truths of what is happening to **your** Police Department.*

*Tonight, I would like to expound further on the situation specifically the unanswered questions relative to the detective rank and their promotional path. Rumors and innuendo have gravely impacted morale.*

*The approved system of which was sustained through a court process has served the City for many years and has afforded our City the reality to boast higher crime clearance rates than municipalities that choose not to fully invest in their force, there by not truly investing in their communities.*

*The Milwaukee Police Department's recognized, tested, competitive promotional process - one that demands that the most qualified individual(s) are selected/promoted to the position of detective assures that your families will experience the greatest protection.*

*Do you really want to degrade to a point where an already overworked police officer, with minimal experience is expected to investigate a horrific crime perpetrated against your loved one? Or do we want tenured detectives with the skill-sets to investigate ...to solve the crime?*

*At the last meeting I outlined the foundation of this dedication, which is directly attributed to the Milwaukee Police Training Academy and the historical process of which we have grown proven leaders within the Milwaukee Police Department. Two paths that share uniqueness and are of certain equal merit; both of which share equal necessity to the success of the department, two paths which offer equal opportunity toward achievement, two paths that offer such great breath of diversity that has produced accomplished leaders from both the sergeant rank, as we have from the detective rank.*

*The MPSO would have you believe that the only future leaders of credibility will come from their sergeant rank.*

*I would remind the MPSO and share with the Fire and Police Commission we currently have successful, proven leaders. Leaders sanctioned by the FPC. Individuals that never wore the rank of sergeant. How is it, that they are so successful; certainly, the diversity our culture has fostered, and has made our department strong!*

*I can't believe there is a person in this room who would consider directing a retraining or a career adjustment to: Assistant Chiefs Liebrecht, Habeck, or Ray; Inspector Hagen; Deputy Inspector Hoerig; Captains Mitchell, Zibolski, Jessup, Young, Moore, Dubis, Shepard, Raap or Gordan.*

**Note [CURRENT 2018]:** Inspector Hagen became Milwaukee Assistant Chief Hagen (retired), and Captain Gordan is now serving Milwaukee as Inspector Gordan; Captains Mitchell, Zibolski, Jessup, Young, and Raap are now serving throughout the state in various departments as Chiefs, as well as Chief Domagalski (not mentioned above).

*Could it be that the MPSO has recognized that the detective corps is a very learned group of potentially powerful leaders, a group which they would rather not compete with.*

*The FPC is an intelligent board which I am confident will not block any opportunity for our detective corps. Not block opportunity for incredible future leaders. Not dead-end an otherwise proven career path. Don't allow one individual's closed-minded concept, to adversely impact so many. Growth is founded in empowerment, appreciation, and compromise, not from closed vision dictatorship.*

*Should the FPC adopt a stand which would accept a practice of only sergeants being eligible for lieutenant promotion the FPC would have sanctioned the end of a proven successful part of the department. Further the ruling would limit the prospective candidate pool to sergeants thereby sacrificing true opportunity for a diverse pool of qualified experienced candidates.*

*In final summation our detective corps is a proven asset to the department comprised of professionals of which some have chosen to accept an opportunity to serve at a higher level. The MPA respectfully demands that the Fire and Police Commission thoroughly examines both situations Preserving a professional promoted detective corps while preserving their rights for future opportunity.*

**2010 June; Crivello address to the FPC (in part):**

*The problem is simply that the unanswered questions relative to the detective rank and their promotional path continues to affect the membership; while adversely impacting our community's quality of life expectations.*

*In past dialogue with the commission I have thoroughly outlined the great worth relative to how the MPD conducts the investigative duties required of a police department. I believe that the commission understands the value of the detective and realizes they (detectives) are at the center of investigative success. Detectives leading investigations, while supported by the MPD team has proven great value to our city.*

*Our family [the MPD] has proven to be absolutely functionally successful as structured; so, we must question, why? Why change what has served us so well for so long?*

*Why does this issue consume so much of our time? It is in the forefront of my time because I have pledged to the membership to care for their stated concerns - to care for their needs so that they may care for our citizens. It occupies so much of my time because department leadership is unwilling to answer the questions.*

*Rumors can easily be laid to rest; however, we remain in a state of unknowing.*

*We are truly fortunate that our membership is comprised of absolute professionals; professionals who have chosen to serve first, to remain true to their sworn oath. But let us not be naïve. These men and women must muster additional strengths daily while performing their duties under a cloud of uncertainty; because this is certainly a distraction.*

*It has been said that law enforcement is one of the most stressful occupations. Survey a group of tenured officers and you will find that their expression of stress will unanimously be founded in the administrations; not relative to the unknowns of the street.*

*What a wonderful character of man that steps forward to accept the duties of the badge. We ask for little; other than fair treatment. The department has the ability to remove the internal distractions, the unnecessary distractions that detract from the daily focus.*

*The questions are simple:*

- 1. will police officers who aspire to serve as a detective -- a tested/promoted detective -- will they continue to have that opportunity*
- 2. will detectives continue to serve knowing they are not dead-ended -- while knowing they will be able to compete for the rank of lieutenant*
- 3. ...and detectives on the current lieutenant eligibility list -- will they continue to have opportunity for promotion through the life of the list [January 2011]*

*I have recognized, stated, that our opinion of the chief's merger of the lieutenant rank may hold merit. I have shared believe that this merger has and will offer career broadening opportunities for those*

*promoted to lieutenant. However, the only way the department will realize true benefit is if the position is filled with the best and the brightest... the best sergeants competing fairly with the best detectives. From these two groups the department will find the greatest diversity.*

*I have previously expressed great concern as to what is happening relative to our future ability to effectively investigate; to fight crime within our city.*

*I have expressed concern for the overworked uniform officer who is expected to conduct more investigations.*

*If we truly want our officers to be more visible [as the chief stated], then we need to expect that investigations will be conducted by detectives. This will allow the uniformed officer and his highly visible squad the time to operate in a manner which has a high degree of accessibility to the community.*

*Quality investigations need experienced knowledgeable detectives; able to expend the necessary time toward successful resolution.*

***We need to act [now] before our success declines further!***

***To illustrate:***

- *in 2008 -- the year the chief joined us we cleared our homicides at 93% -- our detective corps staffing was significantly greater than it is today -- we had not yet abandoned the detective testing/promotion cycle*
- 
- *in 2009 -- we cleared our homicides at a rate of 81% -- we were no longer replenishing the detective corps*
- 
- *in 2010 -- the detective corps is significantly down -- our late shift homicide detective corps is half of what it was in 2008 -- our current clearance rate is 61%*
- 
- *in just two and half years we have sacrificed our ability to clear homicide by a rate of 32% -- at this rate we will have gone from one of the best in the nation -- to the worst*

*Our force lives in this city, they raise their children in this city, they [we the members of the Milwaukee Police Association] are not asking for anything new; rather, we are simply asking for what we've had - for what has proven to be effective. We are asking for nothing more than to serve in an environment which exhibits professionalism and respects accomplishments.*

*The MPA has faith in this commission and appreciates the earnest review of these issues. We are confident the commission will take the appropriate steps to keep our community safe.*

**2013 May; Crivello correspondence to the FPC:**

***See attachment for full document***

**It now appears change is well underway. The posting (detective testing) clearly stated that those taking the detective test may not be eligible in the future to test for lieutenant. This is a first... unnecessary, and will absolutely do harm. It suggests that**

*Above from page 2; paragraph 4*

Re. the posting referred to above

I challenged this curious insert to the posting with Executive Director Michael Tobin. I can vividly remember the conversation, as he saw fit to school to the obvious. Director Tobin went to great length to emphasize the difference between **may -and- shall**. My further asserted challenge reflected on the concern that this would create ambiguity in the future. His retort simply was that "*you are worrying about something that hasn't happened - the chief won't be here forever... it won't be a concern when he is gone*". [quote paraphrased to best of recollection] While his [Tobin] statement was less than reassuring, it was all he was willing to share at the time.

**2013 August; Crivello correspondence to the FPC:**

*See attachment for full document*

**Arguably it certainly is a reasonable request to establish clarity of future expectation. I did inquire with the Chief's office (COS) if the *in question* language was directed by the Chief – I was informed it was not. With that being said it does not appear as though a valid reason to post the test announcement with the language: *...may not be eligible in the future to test for lieutenant*, was appropriate, or necessary. I have**

*Above from page 1; paragraph 3*

Re. the posting referred to above

The FPC has never taken ownership; quite frankly I do not believe this was not forwarded by the former chief.

**2013 August; FPC correspondence to Crivello:**

*See attachment for full document*

a future examination. As a result, we believed it was important to place members on notice that future tests for lieutenant may have different requirements than in the past. The last announcement bulletin for lieutenant notified members that future examinations may have different eligibility requirements. It is hoped that this may allow members to make more informed career decisions in the event that future lieutenant examinations may exclude detectives from eligibility.

*Above from page 1; paragraph 3*

*Re. the posting referred to above*

The response from the FPC was unfortunately void of full truth, i.e. the FPC is not obligated to automatically *rubber stamp* an approval for furlough. While this is not of the topic we are currently discussing it lends context to the thought process of the time; diversion from answering the issue.

The concerning issue is that, *yes*, in-fact the letter did cause police officers to reconsider career choice. To what unfortunate detriment? This was illustrated earlier in the low turnout for the test process.

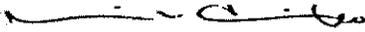
**Conclusion:**

Quality leadership – focus on fostering growth, mentorship... cannot be overstated and should not be underexamined or limited! I implore, do not allow a diverse talent pool to be subjected to failed argument of limitations.

Absent of any demonstrative evidence that the MPD would benefit through not allowing detectives to promote - maintaining consistency of the detective path remains essential, *the MPA reasserts our objection to blocking promotional opportunity for detectives directly to Lieutenant.* In-fact the real analysis should be focused toward returning to exclusive ranks: Lieutenant of Detectives and Lieutenant of Police. In each case these positions are operational in nature and are best suited to have a proven working knowledge of those they are supervising.

*...with respect*

Sincerely,



Michael V. Crivello  
President/ MILWAUKEE POLICE ASSOCIATION/ IUPA Local 21

**Attachments:**

2013.05.16 MPA	to	FPC
2013.08.07 MPA	to	FPC
2013.08.19 FPC	to	MPA

**Cc:**  
Chief Morales

# Milwaukee POLICE Association®

Local #21 IUPA-AFL-CIO



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Glenn J. Podlesnik

May 16, 2013

Milwaukee Fire and Police Commission  
C/o Commissioners [all], Executive Director  
200 East Wells Street, Room 706A  
Milwaukee, WI 53202

RE: MPD Detective Corps/ promotion opportunity

Dear Commissioners/ Executive Director,

As many of you will recall I have addressed this commission on several occasions since 2010; actually no less than a dozen times. Many inquiries simply went unanswered or questioned by the Commission, or the Department (MPD). One of the major concerns has been relative to the **future of the detective corps and the future promotional opportunities** of those that choose to serve as detectives.

I highlighted the importance of what the professional rank of detective offered the department/community, while I shared District Attorney and Judicial officials' concerns. I drew your attention to the effectiveness of the promotional process followed by a strong mentorship philosophy, which ultimately has proven to produce some of the finest investigators and leaders in law enforcement.

Our concerns have been focused on two specifics: (1) will the promoted rank remain an integral component in the continued success of the Department, and (2) will those that serve continue to be afforded the same time tested/proven opportunity for promotion as the department had traditionally recognized as a worthy and valuable system

The approved system of which was sustained through the courts has served this City for many years and has afforded our City the reality to boast higher crime clearance rates than other municipalities. Our system, most importantly, has consistently provided for the **best and brightest** to compete for open promotable positions.

Our success is founded in training, education, continual education and **specialty experience**. None of this happens by accident. The detective corps is one of strong growth through focused mentorship and education. This occurs because we have individuals who have dedicated their lives to a craft and dedicated themselves to the city they serve. Should they not be rewarded for such devotion to duty?

Our best leaders are in-fact truly grown, cultivated from great **diversity** and experience, of which our current system offers a definite avenue. Our future leaders have vast experience emanating from the two-pronged foundation/ **uniformed patrol sergeant and the detective bureau**; both of which are matured, each exposed to demanding incidents and crime scenes, which build the foundation for future leaders.

Two paths that share uniqueness and are of **certain equal** merit; both of which share **equal** necessity to the success of the department, two paths which offer **equal** opportunity toward achievement - two paths that offer such great breath of diversity that has borne accomplished leaders from both, the sergeant rank and the detective rank.

We clearly understand the value of change, when change offers opportunity and growth potential. In-fact we accepted; even first stated that a merged lieutenant rank may offer career broadening opportunities. We have simply insisted that equal opportunity must not become causality to vision change. This association clearly challenged: was the merger of the lieutenant rank step one of a multiple step change to the detective corps - we were led to believe it was not. Today that remains questionable.

It now appears change is well underway. The posting (detective testing) clearly stated that those taking the detective test may not be eligible in the future to test for lieutenant. This is a first... unnecessary, and will absolutely do harm. It suggests that we were misled, if not lied to. Future impact to the Department is already evident. In the not too distance future the Department will no longer enjoy the benefit of having a wide-breadth of knowledge; a vast array of experience that appropriately would be suited to supervise within the Department at the lieutenant rank.

The evidence is clearly demonstrated through the receipt of applications. Over twice as many officers applied for the position of sergeant, than did for detective - never before have we seen this phenomenon. Actually only 13% of those applying to test will be exclusively testing for the position of detective. This information should be alarming.

Many officers expressed their concern that taking the detective test would potentially be a **dead-end decision**; obviously their individual decision has become evident relative to their choice. The effectiveness of the career broadening move to merge the lieutenant rank will be diminished over a short period of time because of dead ending the position. This truly has impacted morale.

As I did so many months ago, even years ago now, I remind the Fire and Police Commission we currently have successful **proven leaders** - leaders sanctioned by the FPC. Individuals that never wore the rank of sergeant however have admirably served as lieutenants. How is it that they are so successful; certainly the **diversity** our culture has fostered has made our department stronger!

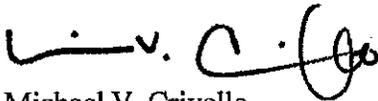
From the ranks of detectives we have seen promotions to: Assistant Chiefs, Inspector, Deputy Inspector, a multitude of Captains, and of course to the rank of Lieutenant which is the pool for all the aforementioned high promotions.

I have challenged the obvious concerted effort which has limited the promotions to detective. Three and one half years later we are thankful to see a testing process commence; however, whether all the positions will be filled is yet to be announced [*this is incredibly important, as our officers on the streets have been carrying the burden too long*]. While the aforementioned is of great concern, so is the equally important: will our detectives continue to have the opportunity to compete directly for the position of lieutenant?

The FPC is an intelligent board which I am confident will not block any opportunity for any member willing to apply themselves appropriately - Not block opportunity for incredible future leadership potential. And not allow an otherwise proven career path to become a dead-end. Our officers deserve opportunity and answers as to what the future expectations will be, this should include a clearly defined long-term plan that properly illustrate expectation and opportunity.

Sincerely,

MILWAUKEE POLICE ASSOCIATION



Michael V. Crivello  
President  
Local #21, IUPA, AFL-CIO  
[crivello@milwaukeepoliceassoc.com](mailto:crivello@milwaukeepoliceassoc.com)

*\*note: any Commissioner who may not have received past written correspondence and/address from me, either because it preceded you or other, please know I'd be honored to forward a dated copy to you*



**Fire and Police Commission**

Michael G. Tobin  
Executive Director

August 19, 2013

Sarah W. Morgan  
Chair  
Kathryn A. Hein  
Vice-Chair  
Paul X. Lor  
Michael M. O'Hear  
Ann Wilson  
Marisabel Cabrera  
Commissioners

**RECEIVED**

AUG 20 2013

Mr. Michael V. Crivello  
Milwaukee Police Association  
6310 West Bluemound Road  
Milwaukee, WI 53213

Milwaukee Police Association

Dear Mr. Crivello:

We have received your correspondence of August 8, 2013 in which you inquire whether detectives will be eligible to test for lieutenant in future examination processes.

As you know, there was much discussion of this issue in preparation for the most recent lieutenant examination process. The Commission did not arrive at an independent determination for the latest examination due to a labor contract requirement that was enacted to allow detectives to participate in the lieutenant examination. Under normal circumstances, each time an examination is conducted, the qualifications are specified in the examination announcement bulletin. When the next examination is conducted for lieutenant, that particular examination announcement bulletin will specify whether detectives are eligible to participate in the process.

While our system of specifying qualifications separately for each examination may lend to some uncertainty as to future promotion opportunities, this method is commonly accepted throughout public and private industry. We cannot predict with certainty what the qualifications will be for a future examination. As a result, we believed it was important to place members on notice that future tests for lieutenant may have different requirements than in the past. The last announcement bulletin for lieutenant notified members that future examinations may have different eligibility requirements. It is hoped that this may allow members to make more informed career decisions in the event that future lieutenant examinations may exclude detectives from eligibility.

You have also inquired about the furloughs for members. The Common Council implemented furloughs through their annual budget process. The Commission's action merely confirmed authority for the Common Council to enact furloughs if they deemed it appropriate. This is a topic of much debate and there are legitimate points to be made for each opposing viewpoint. However, the final determination of furloughs rests with the budget authority granted by the Common Council.



Mr. Michael V. Crivello

Page 2

August 19, 2013

I hope this addresses your concerns and I look forward to seeing you at our next meeting.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael G. Tobin". The signature is fluid and cursive, with a prominent initial "M" and a long, sweeping underline.

Michael G. Tobin  
Executive Director

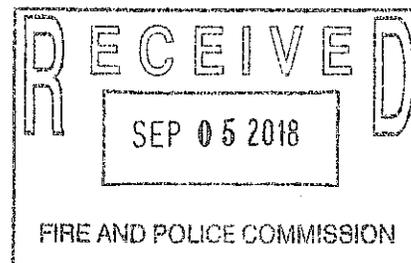
MGT:cj



## Milwaukee Police Supervisors' Organization

2900 West Forest Home Avenue, Milwaukee, Wisconsin, 53215  
414.672.6772 | www.mpsso.org | Fax: 414.672.6798

September 4, 2018



Milwaukee Fire and Police Commission  
C/O La Keisha Butler, Executive Director  
Milwaukee City Hall  
200 East Wells Street Room 706  
Milwaukee, WI 53202

Dear Honorable Commissioners:

This letter is intended to convey to your honorable body, the importance of an issue you are soon to consider. That issue is the July 19, 2018 letter from Chief Morales requesting you modify the promotional path to Police Lieutenant.

As you know, the Milwaukee Police Supervisors' Organization (MPSO) is the certified representative of all sworn members of the Milwaukee Police Department with supervisory status/responsibilities. Our Board is elected by, and represents the collective interest of those (your) police supervisors. We do not 'select' our membership, you do.

There is much to be said about Chief Morales' request, but not surprisingly, he provided none of it in his two paragraph letter to you. We however, will provide you facts to support our opposition to this proposal. The collective cadre of supervisors in the MPD (the MPSO) are not shy in telling you this proposal by Chief Morales is unjustified, bad public policy, and unheard of in American policing agencies, and for very good reasons.

To our disappointment, we were not told of this proposal by the Chief, instead we learned of it last-minute when your July 26, 2018 meeting agenda was posted, despite the fact that the MPSO is the sole representative of the rank of Lieutenant. We immediately reached out to Chief Morales and to your recently appointed Executive Director; La Keisha Butler to express the supervisor's collective opposition and relay important facts and history surrounding this issue. To her credit, Ms. Butler was open to hearing all the information, so as to provide it to your Honorable Body for your consideration. Chief Morales on the other hand, informed us that his people in his administration "didn't have any info on this" to give him before he penned his July 19<sup>th</sup> request to you. He admitted he had little or none of the history that follows here, and "just wants to go back to the way it [the MPD Detective Bureau] was". Well, make no mistake; this is an important issue. Your honorable body stands in a position right now to continue, improve, or upend a "course correction" which the MPD is almost a decade into, and was long overdue; it was nothing more than another failed policy of former Milwaukee Police Chief Harold Breier.

The facts surrounding the "way it was" and the "way it is" include, and will be spelled out below. They include; The MPD's former path where detectives test and promote directly to Lieutenant is unheard of outside of MPD and exists no where else in a modern American police department (and

for good reason). That fact is enshrined in a Milwaukee Department of Employee Relations (DER) study dated January 7, 2010 (attached). Former Chief Flynn, upon arriving in MPD found our old process and said "nobody does this". As you are aware, former Chief Flynn sat on several Executive Level Policing Organizations and drew his knowledge of police agency rank structures from that experience. To our knowledge, Chief Morales sits on no such organizations, and his request here draws from no "best practices" that he has or can provide. In our meeting, Chief Morales only mentioned the 'San Francisco model' yet in looking at the San Francisco PD rank structure (which we encourage you to do also) it is *not* representative of his recommendation. It too is different.

Beginning with *History*: former Chief Harold Breier, a former detective, ensconced detectives with the same internal *status* as sergeants and later played a part in achieving pay parity between sergeants and detectives. Prior to the League of Martin's discrimination lawsuit against former Chief Breier and the then-MPD, Detective Sergeant was the supervisory rank in the MPD Detective Bureau. Following that lawsuit, Chief Breier promoted all Detective Sergeants to Lieutenants of Detectives. Former Chief Arthur Jones also later tried, but failed to effect changes to the lieutenant ranks so Breier's process remained until 2010. During that period, Detective lieutenants supervised approximately a half dozen detectives, while patrol lieutenants supervise multiple sergeants and dozens of officers.

Upon former Chief Flynn's arrival in MPD, he wrote a March 10, 2009 *two page* report / recommendation (attached), as opposed to Chief Morales' *two paragraphs*, to merge the lieutenant ranks wherein he provided reasoning for the change and requested and received the study by the City of Milwaukee Department of Employee Relations (DER). DER issued those findings on January 7, 2010 (attached). While you can read the full report for yourself, a *significant* finding, as listed on page 7 states "***Of particular note is the requirement by all jurisdictions that a member have supervisory responsibility as a Sergeant prior to being promoted to a higher rank.***"

The 2010 Milwaukee Fire and Police Commission considered much testimony and study before rendering their decision. Chief Flynn's administration, the City's DER, and former Fire and Police Commission Executive Director Mike Tobin also met with the MPSO to discuss the matter and the impacts it would have under labor law and other internal effects which the rank structure correction would cause. 'Phase 1' was the combination of the lieutenant of police and lieutenant of detective ranks into one; Police Lieutenant. 'Phase 2' was to create a single promotional path beginning at Police Officer, rising to other nonsupervisory ranks; Forensic Investigator, Court Liaison Officer, Detective, Latent Print Examiner, etc. Then, when one sought to pursue supervisory positions, each would test to Police Sergeant, since Police Sergeant, in nearly all police agencies is the first-level supervisor.

At that point, an argument was made by the Milwaukee Police Association (MPA), that the historic "promise" to detectives up to that time allowed for them to test for lieutenant (albeit the former Lieutenant of Detectives position). At that point, the MPA negotiated a Memorandum of Understanding, dated November 4, 2011, as referenced in the first sentence of Chief Morales' July 19<sup>th</sup> letter. That MOU basically 'grandfathered' detectives at that time to test to lieutenant. The City in that act, honored its "promise" to Detectives of that era. However, underlying that act remained the reality that MPD's rank structure reforms were not in and of themselves wrong, just incomplete, and now encumbered by the longer transition to a normal rank structure. But now Chief Morales, a former

detective, loyally seeks to have you grant a promotional short-cut to a new generation of detectives, and thereby jeopardize the future of MPD to again being an outlier *Brier-era* department.

This history does however highlight the importance of an employer keeping promises and consistent career paths. More importantly, a prime consideration for your honorable body is what is best for the Community. The Community is best served by an experienced cadre of police supervisors being trained and matured in a development which begins, like all major city police departments, with managing and directing the field police force. An investigator (detective) is not ready for commanding a police district; that fact is evident in the *reality* that no other major city police department does that. There are no secret formulas here.

The transition we are now in is working. All detectives promoted after the aforementioned MOU (November 4, 2011) have been told what the correct police career path is. Since the 2010 change, we currently have at least three lieutenants that became Detectives and then Sergeants then tested on to lieutenant. We also now have at least fourteen (14) Sergeants that were formerly detectives, and 'promoted' to Sergeant under the current system to pursue supervisory careers. Please do not let anyone lie to you and tell you that the rank of detective is a "dead-end." That term is propaganda by those looking to short-cut the promotional path and is debunked by *reality*. Detectives *are* moving up a mainstream career path.

It is very important for your Honorable Body to recognize, for the interest of the Community that we all serve, that a detective *never*, not once, supervisors anyone. They do not even perform 'acting' supervisory duties, ever. A Sergeant on the other hand, in addition to bearing the responsibility for his or her own supervisory duties (overtime control, managing resources, allocating staffing, and on and on) performs acting lieutenant duties *regularly* in the absence (off days, vacation, etc) of his/her work location's lieutenant. While we are currently working through the transition, which by definition is finite and its effects (promotions directly from detective) are dropping with the attrition of the old guard, what Chief Morales' July 19<sup>th</sup> proposal to you hopes to establish as the *new normal* has been especially difficult for patrol. Lieutenants promoted directly from detective have no supervisory experience. The combined rank magnified that problem. In patrol, they are now second line supervisors, managing sergeants, the first line supervisors. Having no first-hand policing supervisory experience, they are unfamiliar with district procedures and supervisory duties. They are unfamiliar with the sergeants' role and duties. They have zero supervisory experience upon promotion, less than any of their subordinate sergeants. A tenured sergeant will have performed the district shift commander duties many times before being made subordinate to a lieutenant who never performed those duties even once. They are unable to provide meaningful guidance and leadership to their sergeants. There is no substitute for experience as a police supervisor; not conducting investigations, not reading a book, not attending a seminar, not being a manager outside of police work. There is no other job like it.

Along those lines, and as referenced earlier, the January 2010, DER study identified 20 other police departments the City considered as being comparable to ours. The DER was able to get responses from only 7 of those police departments prior to submitting their report. In the interest of a complete report, the MPSO reached out to the initially unreachable comparable departments and completed the full survey. The important resulting facts remained that "no major city police department in America promotes directly from Detective to Lieutenant". That fact remains today.

Attached is a copy of the update report that the MPSO submitted to then FPC Executive Director Mike Tobin in May of 2010.

To briefly address what we've heard the arguments are for allowing detectives to directly promote to lieutenant. "Investigative experience is extremely valuable." This is true, but what does it have to do with supervision? Why does every other police agency require investigators to be sergeants before lieutenants? Even the FPC values supervision over investigation. As a real-world example; In an MPD incident, a detective failed to fully investigate a crime and both she and her sergeant were demoted. The detective was restored to her rank by the FPC, but the sergeant lost his. The expectations are just higher for a supervisor. Chief Morales has also recently criticized inexperienced Sergeant's shortcomings (Sterling Brown incident was one), yet he recommends you allow promotion to Lieutenant for those with no supervisory experience at all; This is perplexing.

Another 'reason' is that recruiting detectives has become more difficult, some say. Maybe. So what? Has Chief Morales provided any substantiation that this shortcut career path will solve that? Recruiting challenges for any job or promotion have many causes. It is incumbent on an employer to responsibly research causes and not simply make assumptions. A significant *reality* is that there is a limited pool of talent in the MPD. The Breier-era status, pay, and promotional opportunities of detectives ensured that talent was disproportionately drawn away from patrol. Yet almost all of the agency's liabilities lay in patrol. The vast majority of officer injuries or deaths, use of force, pursuits, complaints, and citizen contacts occur in patrol. Almost all lawsuits leveled against the department stem from patrol. The DOJ's Collaborative Reform concerns are almost exclusively related to patrol. It seems drawing talent to the sergeant rank would be a primary goal of MPD and FPC. And it appears that the sergeant rank is now attracting more talent. But the Chief wants to change it back to the old way. Why?

If you don't believe the foregoing, that too is fine. But then, get an independent opinion. Also ask yourself; did Chief Morales tell you he intended this during last year's interview process? He sure didn't tell us. Why not? At least two of our post Breier-era Chiefs recognized the problem and moved to change things. We're confident any truly objective outside opinion will confirm what the MPSO knows. MPD has been an outlier with detective status for over three decades, and not in a healthy way.

Finally, it is no secret that in the very near future, next year to be exact, there will be a national search for Milwaukee Police Chief. Please consider that highly qualified candidates will surely apply. They will come to our community with best practices that will likely include rank structures like all other police departments utilize. Moving us back to the Breier era will not serve this community well.

Thank you for your time and consideration in this matter. We extend to you a promise to be available and engaged should you desire further input or other recommended solutions.

On behalf of the membership,



Thomas P. Klusman  
Labor Relations Manager  
Milwaukee Police Supervisors' Organization

**ATTACHMENT 1**

FPC Mtg of Jan. 7, 20



Department of Employee Relations

Tom Barrett  
Mayor  
Maria Monteagudo  
Director  
Michael Brady  
Employee Benefits Director  
Troy M. Hamblin  
Labor Negotiator

January 4, 2010

Fire and Police Commission  
City Hall, Room 706A

Attention: Michael G. Tobin, Executive Director

Dear Commissioners:

Enclosed is a report concerning the reclassification of the positions titled Lieutenant of Police and Lieutenant of Detectives for distribution to each Commissioner, the Executive Director, and for other distribution as necessary.

Sincerely,

Maria Monteagudo  
Director of Employee Relations

MM:fcw

Enclosures: Job Evaluation Report

- c: Chief of Police Edward Flynn
- Chief of Staff Judy Pal
- Assistant Chief of Police Monica Ray
- Assistant Chief of Police James Harpole
- Assistant Chief of Police Gregory Habeck
- Valarie Williams
- Troy Hamblin
- Joe Alvarado
- Grant Langley
- Thomas Klusman, (MPSO)

**Job Evaluation Report**

Fire & Police Commission Meeting: January 7, 2010  
 Department: Police

Present	Request	Recommendation
Lieutenant of Police Pay Range 836 \$62,134.28 - \$75,441.34* 33 Positions	Police Lieutenant Pay Range 836 \$62,134.28 - \$75,441.34* 69 positions	Police Lieutenant Pay Range 836 \$62,134.28 - \$75,441.34* 69 positions
Lieutenant of Detectives Pay Range 836 \$62,134.28 - \$75,441.34* 36 Positions		
<b>Rationale:</b>		
<p>An analysis of the job responsibilities of Lieutenant of Detectives and Lieutenant of Police shows that there is sufficient comparability in positions to recommend a combined rank of Police Lieutenant in Pay Range 836.</p> <p>To date Chief Flynn has made a number of changes to the department's organizational structure and to assignments with the intent to achieve more efficient departmental operations, delivery of police service to the public, as well as benefits to members of the department. This reclassification is a next step that would allow officers to diversify their career tracks and gain experience in both technical investigation as well as in management and supervision.</p> <p>In addition, the results of a survey of similar jurisdictions showed that most have a one-rank organizational structure. These results support the recommendation to create a combined rank of Police Lieutenant.</p> <p>The Milwaukee Police Supervisors Organization is the exclusive bargaining agent for current and future positions of Lieutenant. While this reclassification is not subject to a duty to bargain as indicated in a February 4, 2000 legal opinion provided by City Attorney Grant Langley, certain impacts of the merger of ranks upon employee wages, hours and working conditions of employment would be subject to such a duty.</p> <p>The success of the adoption of such a reclassification will depend upon the thoughtful planning for and implementation of the transition of current Lieutenants and the promotional path for new Lieutenants.</p>		

\*2006 rates of pay

**Action Required**

The Salary Ordinance and Positions Ordinance changes are located at the end of the report.

## Background

In March of 2009, Michael Tobin, Executive Director of the Fire & Police Commission, forwarded a request from Chief of Police Edward Flynn to reclassify all positions of Lieutenant of Detective and Lieutenant of Police into one combined rank of Police Lieutenant.

In conducting this study Employee Relations staff met with Chief Flynn, Assistant Chiefs of Police James Harpole and Monica Ray, Chief of Staff-Police Judy Pal, Police Department, and Personnel Administrator Valarie Williams as well as numerous Police Department members at the rank of Deputy Inspector of Police, Captain of Police, Lieutenant of Police, and Lieutenant of Detective. Staff also met with Executive Director of the Fire & Police Commission Michael Tobin.

## Department Rationale

In his request Chief of Police Edward Flynn has proposed combining of the Lieutenant ranks as an opportunity to assign Lieutenants anywhere within the Police Department as the need arises and provide for greater efficiency in the delivery of police service to the public.

Historically, there have been two separate rank structures—in essence separate career paths—within the Milwaukee Police Department that also restrict member's ability to transfer or be promoted between the Uniformed Patrol function and the Criminal Investigation function.

### Present Milwaukee Police Department Rank Structure and Career Path

Chief of Police SG 18	
Assistant Chief of Police SG 16	
Inspector of Police SG 12	
Deputy Inspector of Police PR 842	
Captain of Police PR 839	
Lieutenant of Detectives PR 836	Lieutenant of Police PR 836
Detective PR 808	Police Sergeant PR 831
Police Officer PR 801	

Under the current paradigm, a Police Officer may compete for promotion to either the rank of Detective or Sergeant. These two ranks have in the past been paid equivalently. Detectives may then only compete for promotion to Lieutenant of Detective and Sergeants may then only compete for Lieutenant of Police. (A Lieutenant of Detectives directs field investigations; A Lieutenant of Police commands uniformed police in an assigned district on a shift basis.) Both ranks of Lieutenant may compete for Captain of Police and there has been a historical tendency

to assign Captains to the functional area (criminal investigation or patrol) from which they have been promoted.

Since his tenure with the Milwaukee Police Department, Chief Flynn has made a number of changes to the department's organizational structure and changes to assignments with the intent to achieve more efficient departmental operations, delivery of police service to the public, as well as benefits to members of the department.

In the spring of 2008, a new command structure was approved and implemented that provided for four Assistant Chiefs of Police to report directly to Chief Flynn with oversight of the separate Bureaus of Professional Standards, Administration, Neighborhood Policing, and Criminal Investigation.

In the fall of 2008, Chief Flynn began integrating the staffing of the Criminal Investigation and Neighborhood Policing Bureaus through the naming of two new Assistant Chiefs. Chief Flynn appointed Gregory Habeck, a Captain in the Criminal Investigation Bureau, to head up Neighborhood Policing, and James Harpole, a Captain in the Neighborhood Policing Bureau to head up Criminal Investigation.

Further, in the spring of 2009, Chief Flynn made major transfers of those among the Captain of Police ranks in which Criminal Investigation Bureau supervisors were transferred to head Districts in the Neighborhood Policing Bureau, while District Captains were transferred to the Criminal Investigation Bureau. Benefits of these changes have included:

- Improved cross-communication between Neighborhood Policing and Criminal Investigation,
- Improved information-sharing regarding crime, criminals and investigations, and,
- Increased focus on management accountability and a reduction in overtime costs while maintaining productivity levels.

These appointments for Assistant Chief and for Captain are significant as they deviate from the usual practice of promoting individuals only within a functional area (i.e. Neighborhood Policing or Criminal Investigation).

This report considers the request to reclassify and thus combine the ranks of Lieutenant and is a next step in the Chief's efforts to transform the Milwaukee Police department. With a single rank of Police Lieutenant, the department would cross-train and cross-promote current Lieutenants in Neighborhood Policing and Criminal Investigation. This change would allow officers to diversify their career tracks and would further the cross-communication that has begun with the previous changes to structure and assignments of personnel.

### **Current and Proposed Job Descriptions**

The current job descriptions for Lieutenant of Detectives, Lieutenant of Police as well as the proposed job description for the combined rank of Police Lieutenant are provided in a chart on the following page. A review of the current job descriptions shows similarities and differences in duties and responsibilities.

Both positions have responsibility for supervising subordinate officers under their command on a shift basis. Both assign specific tasks to personnel and ensure that the members under their command adhere to proper standards of efficiency, discipline, conduct and appearance. Both must inspect their subordinates for fitness for duty, give instructions and advice, and report in

writing any instances of misconduct, neglect of duty, or violations of rules and regulations. They also are to review and coordinate internal and criminal investigations performed by their subordinates. These aspects of the positions show strong comparability in responsibility.

Differences between the two positions exist in that the Lieutenant of Police requires greater planning, organizing and decision making due to a much greater span of control. In contrast the Lieutenant of Detectives position is to a great extent a working supervisor who closely supervises investigations. Another difference is apparent in the requirements for the positions. A Lieutenant of Police must have 3 years of supervisory experience as a Sergeant and a Lieutenant of Detective must have 3 years of technical experience as a Detective.

The proposed job description includes the duties and responsibilities of both positions and envisions that the Police Lieutenant will command police and civilian personnel at an assigned district or at a division on a shift basis.

Job Description Comparison

	Lieutenant of Detectives-Current	Lieutenant of Police-Current	Police Lieutenant - Proposed
Basic Function	<ul style="list-style-type: none"> <li>Direct and coordinate field investigations, ensure that all investigative work is completed.</li> </ul>	<ul style="list-style-type: none"> <li>Preserve public peace and order, prevent and detect crime, command uniform police in an assigned district on a shift basis.</li> </ul>	<ul style="list-style-type: none"> <li>Preserve public peace and order; prevent and detect crime; improve the quality of life for the citizens of the City</li> <li>Direct and coordinate field investigations; evaluate and determine follow-up; ensure that all investigative work is completed.</li> <li>Exact the proper performance from personnel of a lesser rank and enforce the rules, regulations, and standard operating procedures of the department and the laws and ordinances for which the City takes cognizance.</li> </ul>
Duties & Responsibilities	<ul style="list-style-type: none"> <li>Exact the proper performance from detectives assigned to the Criminal Investigation Bureau, and shall be particularly responsible for the efficiency, discipline, general conduct, and appearance of the members assigned.</li> <li>Maintain a thorough knowledge of the criminal code so as to supervise the enforcement of the laws of the State and ordinance of the City of Milwaukee.</li> <li>Assist and instruct detectives under supervision; report in writing all cases of misconduct, incompetency, neglect of duty, or any other violation of the rules and regulations.</li> <li>Attend all roll calls to prepare detectives for their daily assignments and see to it that such duties are promptly performed.</li> <li>Frequently test and examine the detective under supervision to ascertain their knowledge of the rules and regulations, and all other matters pertaining to their duties</li> <li>In the absence of the Captain of Police (CIB) during regular hours of duty, take command of the shift and exercise the authority and duties of the Captain subject to any limitations imposed by the officer being relieved.</li> </ul>	<ul style="list-style-type: none"> <li>Preserve public peace and order; prevent and detect crime, apprehend offenders; protect persons and property; enforce laws of the State and the ordinances of the City of Milwaukee.</li> <li>Take command of uniform police force in an assigned district on a shift basis. During night shifts this will involve functioning without the presence of a Captain of Police. Assume responsibility for the discipline, conduct and efficiency of all members under command during tour of duty.</li> <li>During hours of duty conduct prescribed roll calls, inspect outgoing squads, communicate all orders and other necessary information; give proper instructions and advice; correct any negligence in attire, want of cleanliness or neatness, or other improper personal habits, note all absences, and report any irregularities to commanding officer.</li> <li>Inquire into all complaints and charges of laxity or misconduct in the performance of duty by members of force under command. Submit written report of such investigations to commanding officer.</li> <li>During the hours of duty, whenever, the Traffic Division is not operating, assign the investigation of all traffic accidents and all other matters and complaints pertaining to traffic which require immediate attention in district.</li> <li>Responsible for the preservation of public peace and general good order of district during assigned tour of duty.</li> </ul>	<ul style="list-style-type: none"> <li>Command police and civilian personnel at assigned district or division on a shift basis; assume responsibility for the discipline, conduct, and efficiency of all personnel of a lesser rank under his/her command during time of duty. In the absence of the Captain of Police, take command and exercise the authority and duties of the Captain subject to any limitations imposed by that Captain.</li> <li>During hours of duty, conduct prescribed roll calls, inspect out-going personnel and equipment, communicate all orders and other necessary information, give proper instruction and advice, correct any negligence in attire, want of cleanliness and neatness or other improper personal habits, note all absences and report any irregularities to the Commanding Office.</li> <li>Investigate citizen complaints. Inquire into all complaints and charges of laxity or misconduct in the performance of duty by a member under his/her command. Submit written reports of such investigations and inquiries to the Commanding Officer.</li> <li>Review and examine the interrogation of arrested suspects to determine their association to other criminal offenses occurring in our city.</li> <li>Review and examine information and allegations from informants to determine reliability and veracity relative to criminal activity. In addition, review current and past offenses under investigation to insure that all methods of solvability are employed.</li> </ul>
Qualifications	<ul style="list-style-type: none"> <li>3 years of service as a Detective in the City of Milwaukee Police department</li> <li>Ability to maintain efficiency and morale while keeping the proper level of discipline</li> <li>Ability to administer, plan and direct investigations of crime.</li> </ul>	<ul style="list-style-type: none"> <li>3 years of service as a Police Sergeant</li> <li>Ability to command a semi-military force and to effectively enforce discipline while maintaining good morale among the members.</li> <li>Ability to exercise discretion and judgment in maintain effective control of police ranks assigned to command and in maintaining law and order in district during tour of duty.</li> </ul>	<ul style="list-style-type: none"> <li>Three years of service as a Police Sergeant or Detective in the department.</li> <li>Ability to command and direct a force of personnel of lesser rank and to efficiently enforce discipline while maintaining good morale among personnel.</li> <li>Ability to exercise discretion and judgment while maintaining effective control of assigned police personnel</li> <li>Ability to effectively maintain law and order during tour of duty</li> </ul>

**Survey of Rank Structures within Comparable Jurisdictions**

In conducting this study, staff, with the assistance of staff of the Fire & Police Commission, also surveyed similar police departments for information on their rank structure and promotional paths. Twenty police agencies were queried and seven responded. Summary information is provided in the following chart that provides external context to the proposal of reclassifying the two current ranks of Lieutenant into one rank of Police Lieutenant.

**Rank Structure within a Sample of Comparable Jurisdictions**

Jurisdiction	Rank Structure	Promotional Advancement	Comments
Austin	One Rank Structure	Competitive exam	Austin recently combined the ranks of Detective and Corporal and now has one exam for both ranks.
	Captain Lieutenant Sergeant Detective/Corporal Police Officer		
Boston	Two Rank Structures	Competitive exam	
	Captain Lieutenant Sergeant Police Officer		
Columbus	One Rank Structure	Professional exam with experience requirements in related area	A Detective is a rank given to a Police Officer working in the investigative subdivision.
	Captain Lieutenant Sergeant Police Officer		
Cleveland	One Rank Structure	Competitive exam	
	Captain Lieutenant Sergeant Police Officer		
Louisville	One Rank Structure	Competitive exam	
	Captain Lieutenant Sergeant Police Officer		
Kansas City	One Rank Structure	Competitive exam	Detective is a rank given to a Police Officer
	Major Captain Sergeant Master Patrol Officer/Master Detective Police Officer		
St. Louis	One Rank Structure	Competitive exam	Detective is a Police Officer rank
	Captain Lieutenant Sergeant Police Officer		

With one exception, the jurisdictions that responded to this survey have a single rank structure with comparable ranks. The exception is Boston which reported two rank structures. Of particular note is the requirement by all jurisdictions that a member have supervisory responsibility as a Sergeant prior to being promoted to a higher rank.

Clearly this survey shows that while variation exists, that a single rank structure is a functional operational structure employed by a majority of these jurisdictions.

### **Transition Matters**

Transition issues to be considered for implementing a combined rank of Police Lieutenant will include:

- Policy considerations related to transferring of current Lieutenants between the Criminal Investigation and Neighborhood Policing Bureaus,
- Development of a cross-training plan and implementation of classroom curriculum and on-the-job training specific to the assignment to ensure effective transition,
- Revision of the promotional route into Police Lieutenant with decisions to be made on use of current eligible lists, appropriate requirements for the combined rank, and development of new core competencies for a new promotional test. The current Lieutenant of Detectives eligible list expires January 22, 2011; and the current Lieutenant of Police eligible list expires May 15, 2010.
- Reconsideration of the optimal ratio of Lieutenants of Police to direct reports throughout the department.

The Milwaukee Police Supervisors Organization is the exclusive bargaining agent for current and future positions of Lieutenant. While Chief Flynn's request to reclassify the two Lieutenant positions is not subject to a duty to bargain as indicated in a February 4, 2000 legal opinion provided by City Attorney Grant Langley, certain impacts of the merger of ranks upon employee wages, hours and working conditions of employment would be subject to such a duty.

A common theme voiced by current Lieutenants and Captains in the field on the creation of a combined rank of Police Lieutenant included the assertion that those Lieutenants with more developed knowledge and skill in both managing/supervising and in follow-up investigation will be better able to make the transition between the Neighborhood Policing Bureau and the Criminal Investigation Bureau. There is also a strong belief that the success of the transition will be greatly affected by how it is implemented in terms of rigorous cross-training and the decisions on who will be transferred across divisions or newly promoted into the positions.

### **Analysis**

This study is to respond to Chief Flynn's proposal to combine the current ranks of Lieutenant into a combined rank of Police Lieutenant and thereby provide greater efficiency in delivery of police service to the public. This change represents a significant change in the rank structure and would allow members to transfer or be promoted between the Uniformed Patrol function and the Criminal Investigation function. Such a change in organization structure would be a next step in Chief Flynn's intent to achieve more efficient departmental operations within the Milwaukee Police Department.

The benefits of these changes impact departmental operations, delivery of police service to the public, as well as benefits to members of the department. Such a change will allow the Chief to assign resources across the department. Department members will have a greater ability to gain experience in both technical investigation as well as in management and supervision. The broader responsibilities of the proposed rank of Police Lieutenant will benefit those interested in being promoted to the rank of Captain.

An analysis of the job responsibilities of two current ranks of Lieutenants shows that there is sufficient comparability, and overlaid with the survey results from similar jurisdictions which demonstrated primarily one-rank organizational structures, indicate that the combined rank of Police Lieutenant is a viable and workable rank for the Milwaukee Police department.

The success of the adoption of such a reclassification will depend upon the thoughtful planning for and implementation of the transition of current Lieutenants and the promotional path for new Lieutenants.

### **Recommendation**

We therefore recommend that the current ranks of Lieutenant of Detectives and Lieutenant of Police be reclassified to the new rank of Police Lieutenant in Pay Range 836.

In the Salary Ordinance, under Pay Range 836, delete the titles "Lieutenant of Police", "Lieutenant of Detectives" and add the title "Police Lieutenant."

In the Positions Ordinance,

Under the Police Department, Administration Services Decision Unit, Office of Management and Planning, delete one position of "Lieutenant of Police", add one position of "Police Lieutenant"; under Professional Standards Bureau, Professional Performance Division, delete one position of "Lieutenant of Detectives", delete two positions of "Lieutenant of Police", add three positions of "Police Lieutenant"; Training Division, delete one position of "Lieutenant of Police", add one position of "Police Lieutenant"; under Administration Bureau, Technical Communications Division, delete two positions of "Lieutenant of Police"; Integrated Justice Services Division, Property Control Section, delete one position of "Lieutenant of Police", add one position of "Police Lieutenant"; Prisoner Processing Section, delete one position of "Lieutenant of Police", add one position of "Lieutenant of Police"; under Operations Decision Unit, Tactical Planning & Logistics, delete one position of "Lieutenant of Police", District 1, delete three positions of "Lieutenant of Police", add three positions of "Police Lieutenant", District 2 & Weed & Seed Initiative, delete three positions of "Lieutenant of Police", add three positions of "Lieutenant of Police"; District 3, delete three positions of "Lieutenant of Police", delete one position of "Lieutenant of Detectives", add four positions of "Police Lieutenant"; District 4, delete three positions of "Lieutenant of Police", add three positions of "Police Lieutenant", District 5, delete three positions of "Lieutenant of Police", add three positions of "Police Lieutenant"; District 6, delete three positions of "Lieutenant of Police", add three positions of "Police Lieutenant", District 7, delete three positions of "Lieutenant of Police", add three positions of "Police Lieutenant, Neighborhood Task Force, delete three positions of "Lieutenant of Police", add three positions of "Lieutenant of Police", under Criminal Investigation Bureau, Intelligence Fusion Center, delete two positions of "Lieutenant of Detectives", add two positions of "Police Detectives"; Investigative Management Division, delete four positions of "Lieutenant of Detectives", add four positions of "Lieutenant of Detectives", add four positions of "Police Lieutenant", Neighborhood Investigations Division, delete six positions of "Lieutenant of

Detectives", add six positions of "Police Lieutenant"; Organized Crime Division, delete four positions of "Lieutenant of Detectives", one position of "Lieutenant of Detectives (N)", add five positions of "Police Lieutenant", Sensitive Crimes Division, delete four positions of "Lieutenant of Detectives", Violent Crimes Division, delete 11 positions of "Lieutenant of Detectives", add 11 positions of "Police Lieutenant", Assigned As Needed Within Decision Unit, delete one position of "Lieutenant of Detectives (K)" and add one position of "Police Lieutenant."

Prepared by:



Andrea Knickerbocker, Human Resources Manager

Reviewed by:



Maria Monteagudo, Employee Relations Director

**ATTACHMENT 2**

To: The Fire and Police Commission (Director Tobin, Commissioners Cox, Hein, Stark, Lor, Morgan)  
The Department of Employee Relations (Andrea Knickerbocker, Human Resources Manager and Maria Monteagudo, Employee Relations Director)  
The Milwaukee Police Department (Edward Flynn, Chief of Police and Valarie Williams, Personnel Administrator)

From: The Milwaukee Police Supervisors Organization

Re: Police Lieutenant Merger and future promotional process

The Milwaukee Police Supervisors Organization (MPSO) has engaged in open, honest discussions regarding the topic of the creation and merger of the Police Lieutenant position and its future promotional process since its inception. The MPSO is the certified, exclusive bargaining unit for the nearly 300 sworn supervisors and managers of the Milwaukee Police Department (MPD) and the unit which represents all the members covered and affected in the future by this merger.

The original Department of Employee Relations (DER) Job Evaluation Report (JER) for the position of Police Lieutenant submitted by the DER and approved by the Fire and Police Commission (FPC) does not support the very findings they (the DER) uncovered. A survey of twenty (20) comparable jurisdictions (see Attachment #1), selected by the DER, was undertaken. Seven (7) jurisdictions responded. All seven reported and the JER quotes, "Of particular note is the requirement by all jurisdictions that a member have supervisory responsibility as a Sergeant prior to being promoted to a higher rank." (Emphasis added). However, the same report then goes on to unexplainably state that a Detective (a non-supervisory position not appearing in the MPD rank/supervisory structure) can test for the new position of Police Lieutenant after serving three years of non-supervisory, investigative service as a Detective. This finding is as shocking as it is reckless. The MPSO fully understands and supports the "past practice" principle. However, in this case, that principle does not apply. As is known, on February 12<sup>th</sup>, 2010, the MPD reclassified all former Lieutenants' positions into the new position of Police Lieutenant. Change is constant and to use old methodology for a new process runs counter the very leadership practices present at the Milwaukee Police Department. To be more blunt, the JER will allow non-supervisory Detectives to completely short-circuit and bypass 194 current first-line, established, experienced supervisors, the Police Sergeants of the MPD. This is a stance that disregards the significant supervisory and management skills that every first line supervisor has, and continues to amass every single day.

As an organization, the MPSO as has real and significant interests in how the department proceeds in this manner. As the certified, exclusive bargaining unit for all Milwaukee Police Lieutenants and the Sergeants who will work under them, the MPSO will inherit those individuals whom the city appoints to the position of Police Lieutenant. Also, as the JER states, "Differences between the two positions exist in that the Lieutenant of Police requires greater planning, organization, and decision making due a much greater span of control. In contrast the Lieutenant of Detectives position is to a great extent a working supervisor who closely supervises investigations. Another difference is apparent in the requirements for the positions. A Lieutenant of Police must have 3 years of supervisory experience as a Sergeant and a Lieutenant of Detective must have 3 years of technical experience as a Detective."

Prior to the merger and creation of the Police Lieutenant position, Detectives promoted to the rank of Lieutenant of Detectives; a first line supervisory position. However, once the rank structure was changed, the position of Lieutenant of Detectives was dissolved and Police Lieutenant became the

Department-wide, second level supervisory position. The real life possibility, under the DER's position/intention stated in the JER, is that today a Detective is receiving instructions and orders from a Sergeant and tomorrow that same Detective is giving instructions and orders to that same Sergeant without ever having had the benefit (or more importantly, the requirement) of any previous supervisory knowledge and experience. Even a layperson can see that this approach is fraught with danger. It must be stressed that historically, Detectives have never been allowed to become, promote, or jump to a second level supervisory position, as is now being proposed. The representation of immediately former detectives, inexperienced in supervision (who came from the Milwaukee Police Association) will now fall to the MPSO, who is bound to provide said representation under the Duty of Fair Representation (DFR) principle. In essence, the MPSO will have members thrust upon them who have a far greater likelihood of making mistakes, errors, and omissions because they never had the benefit of that first line supervisory experience. This exposes the MPSO (and please do not forget the City; to include the FPC, DER, and MPD who established the faulty process to begin with) to a much greater level of liability and litigation. This includes many venues; from EEOC complaints to personnel matters, and also the aforementioned DFR issue. Costs arising from DFR issues, or any other litigation, will fall onto the MPSO and its members (the supervisors and managers of the MPD) as they are individual financial contributors of the MPSO; these costs cannot be ignored, they are real and they are significant.

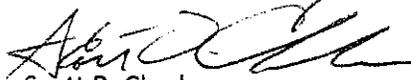
To ensure that the above findings were not an anomaly, the MPSO requested and received a list of the twenty (20) comparable jurisdictions from the DER and attempted to advanced the scope of the original survey. This involved the MPSO contacting the remaining thirteen (13) comparable jurisdictions and inquiring about their rank structure. To date, all thirteen have received and acknowledged the survey and have responded. The findings are convincing and undisputable, but not surprising, based on the responses of the original seven jurisdictions (see Attachment #2; Attachment #3 is all supporting documentation of the MPSO survey). All thirteen responding departments confirm, as did the original seven departments, a promotional path through the first line, supervisory rank of Sergeant with the position of Detective (or Investigator or Inspector) always being subordinate. In numerous cases throughout the survey, it was discovered that the position of Detective is paid the same as police officer (unlike the Milwaukee Police Department); the position of Detective is an appointed, not a tested/promoted position – not a rank, and the position of Detective is not named or identified within many rank structures. Most significantly, the position of Detective is never allowed to test over or around an established group of first line supervisors. This fact is consistent in every one of the DERs twenty (20) comparable jurisdictions. These facts are not happenstance; other American police agencies are 100% consistent on this issue for real and significant reasons. Milwaukee needs to continue moving into the mainstream of American policing, not away from it.

The MPSO is sensitive of the dilemma facing the MPD's administration and leadership regarding this topic. The MPSO membership have overwhelmingly been supportive of the current leaderships' vision and goals while the same cannot be said of those individuals and groups that cling to an old, faulted, and exclusive "members only" mentality. This mentality even extends to the real, present day belief that most Detectives do not consider a Sergeant a supervisor who can issue orders and instructions to them. The MPSO stresses its commitment to work with all City agencies and the Department regarding all issues, not just this merger and promotional issue. The past does not concern us, except as a learning tool. Detectives serve a vital, valuable role that our Department cannot do without. However, the position of Detective is just that, a position; it does not equate to and should not be confused with any reference to rank. Their future within the Department is not our driving concern but for one; Detectives should never again promote to the rank of Lieutenant, without first serving as a first line supervisor; Sergeant.

This service as a Sergeant could take on many different forms. A tested and competitive examination process, between Officers and Detectives, including written and oral components are necessary after the current Sergeant's list expires. The Detectives can be given additional credit (points for their years of service; say 0.5 points for each two years service up to a maximum of 1.5 points) at this step. Another option would be to devise a one-time, separate examination process, exclusively for Detectives. A different possibility is that once a new Sergeants list is established and forwarded, Detectives can use their years of prior service to serve less time as a Sergeant than would say an officer of the same service length. An example is that currently, a sergeant (active promotional list that now exists) must serve three years as a Sergeant before taking the Lieutenants examination. A Detective, however, could trade each year of service as a Detective for a six month reduction in this three year requirement. Another words, any Detective with three or more years of serve as a detective, could then be allowed to take this same Lieutenants exams after only eighteen months as a Sergeant (a Detective, regardless of how many years of service as a Detective, would still have to be a Sergeant for 18 months before taking any Lieutenants exam). These suggestions would recognize the Detectives skills, abilities, and service and would have to have grandfather and sunset clauses attached as well. The MPSO would be supportive of any of the above suggestions but the MPSO cannot entertain any process allowing detectives to promote directly to Lieutenant ever again.

With the re-alignment of the Departments organizational and rank structure and the findings of the initial DER report and the MPSO's additional findings, the MPSO requests that the original JER for the position of Police Lieutenant be amended to remove any mention of a promotional path other than through the rank of Sergeant. Additionally, it is the MPSO's hope that the FPC, DER, and MPD will adopt this combined survey and it's finding.

Respectfully submitted,



Scott D. Charles

Director, and on behalf of the  
Milwaukee Police Supervisors' Organization

**Attachment #1:**

**DER's List of Comparable Jurisdictions**

**For Police Lieutenant JER**

- Atlanta
- Austin
- Boston
- Charlotte
- Cincinnati
- Cleveland
- Columbus
- Denver
- El Paso
- Fort Worth
- Indianapolis
- Kansas City
- Louisville
- Minneapolis
- Nashville
- Omaha
- San Francisco
- Seattle
- St. Louis
- Washington DC

Note: The seven underlined jurisdictions are those initially surveyed by the DER; the remaining thirteen, not underlined, were surveyed by the MP SO.

**Attachment #2:**

**MPSO Rank Structure Survey**

**for other Jurisdictions**

<b>Department</b>	<b>1<sup>st</sup> Step</b>	<b>2<sup>nd</sup> Step</b>	<b>3<sup>rd</sup> Step</b>	<b>4<sup>th</sup> Step</b>	<b>5<sup>th</sup> Step</b>
Atlanta	Officer	Investigator	Sergeant	Lieutenant	Captain
	Detective: Investigator term used; Sergeant is first line supervisor				
Charlotte	Officer / Detective	Sergeant	Response Area Commander	Captain	Major
	Detective: same pay as Officer; no supervisory authority; supervised by Sgt.'s or above				
Cincinnati	Officer	Police Specialist	Sergeant	Lieutenant	Captain
	Detective: no real position exists; appointed "investigators" supervised by Sgt.'s				
Denver	Officer / Technician	Corporal / Detective	Sergeant	Lieutenant	Captain
	Detective: same pay as Corporal; supervised by Detective Sergeant				
El Paso	Officer / Detective	Sergeant	Lieutenant	Commander	Assistant Chief
	Detective: same pay as Officer				
Fort Worth	Officer	Corporal / Detective	Sergeant	Lieutenant	Captain
	Detective: same pay and rank as Corporal; supervised by Detective Sergeants				
Indianapolis	Officer	Sergeant	Lieutenant	Captain	Major
	Detective: not in rank structure; appointed; supervised by Sergeants				
Minneapolis	Officer	Sergeant	Lieutenant	Captain	Inspector
	Detective: not in rank structure; Sgt's assigned to investigative or patrol positions				
Nashville	Officer	Field Training Off. / Detective	Sergeant	Lieutenant	Commander
	Detective: supervised by Detective Sergeant				
Omaha	Officer	Sergeant	Lieutenant	Captain	Deputy Chief
	Detective: assigned position; same rank as officer				
San Francisco	Officer	Inspector	Sergeant	Lieutenant	Captain
	Detective: Inspector term used; non-supervisory position				
Seattle	Officer / Detective	Sergeant	Lieutenant	Captain	Assistant Chief
	Detective: same rank as Officer; supervised by Sergeants				
Washington D.C.	Officer	Master Patrol Officer (MPO)	Sergeant	Lieutenant	Captain
	Detective: from officer ranks; supervised by Detective Sergeants that are selected / appointed from above Sergeant position				

**ATTACHMENT 3**



Police Department

Edward A. Flynn  
Chief of Police

March 10, 2009

The Board of the  
Fire and Police Commission  
200 East Wells Street, Room 706  
Milwaukee, WI 53202

RE: RECLASSIFICATION OF LIEUTENANT OF DETECTIVES AND LIEUTENANT OF  
POLICE POSITIONS TO ONE POSITION OF POLICE LIEUTENANT

Dear Honorable Commissioners:

I respectfully request a study to reclassify the Lieutenant of Detectives and Lieutenant of Police positions to the combined position of Police Lieutenant. This proposed change would, in effect, eliminate both the current Lieutenant of Detectives and Lieutenant of Police positions and combine the duties into one position of Police Lieutenant. All thirty-six (36) Lieutenant of Detectives (three are grant funded) and all thirty-three (33) Lieutenant of Police positions currently authorized would be combined into the proposed Police Lieutenant rank, for a total of sixty-nine (69) Police Lieutenant positions.

The proposed combining of the Lieutenant ranks would have a positive impact on my ability to effectively staff Lieutenant positions anywhere in the Police Department, as the need arises. As your Honorable Commissioners are aware, I have made several changes in the organizational structure of the Milwaukee Police Department, since my tenure as the Chief of Police. These changes have been consistent with my responsibility to manage the efficient operation of the Department, pursuant to State Statute 62.50 (23) and my mission to reduce crime, fear and disorder.

The Milwaukee Police Supervisors' Organization is presently the exclusive bargaining agent for both the Lieutenant of Police and Lieutenant of Detectives positions. The combining of these positions would not affect recognition of the MPSO as the exclusive bargaining agent for the proposed classification of Police Lieutenant. The experience gained by the supervisors of the combined position would benefit those supervisors promoted to the rank of Captain of Police, which is a position currently assigned to supervise the Criminal Investigation Bureau, as well as District level personnel.

Fire and Police Commission  
Lieutenant Reclassification  
March 10, 2009  
Page 2

Former Chief of Police Arthur L. Jones presented this request to the Fire and Police Commission during his tenure with the Department, and it was met with opposition from the MPSO. At the time, MPSO believed that the City/MPSO labor agreement prevented the city from making classification changes. However, a legal opinion was provided during that time that stated a decision to reclassify and merge the two Lieutenant positions into a single position is not subject to a duty to bargain (see attachment). There could be a duty to bargain over the impact of the reclassification. Labor Negotiator Troy Hamblin was provided with this information and believes this opinion has not changed. I firmly believe this reclassification will make for greater efficiency in the delivery of police service to the public.

The current eligible list for Lieutenant of Detectives was adopted on January 22, 2009, and expires on January 22, 2011, and the eligible list for Lieutenant of Police was adopted on May 15, 2008, and expires on May 15, 2010. In addition, the job descriptions for the current positions and a new job description for the requested position of Police Lieutenant are attached for reference.

Accordingly, I request that these positions be referred to the Department of Employee Relations (DER) for a reclassification study. Department representatives are prepared to assist DER staff with this reclassification review process.

Sincerely,



EDWARD A. FLYNN  
CHIEF OF POLICE

Attachments

EAF:pk

h) The Director presented a letter dated February 12, 2010, from Chief Flynn, wherein he requests that an examination be conducted for the newly created rank of Police Lieutenant. Michael Crivello, President of the Milwaukee Police Association (MPA), stated the opinion of the MPA is that an equal opportunity is maintained between the ranks of Detective and Sergeant and both of the eligible lists should be exhausted before creation of a new list. The Director stated there have been no decisions made regarding the two existing eligible lists. The Chair referred the request to the Department of Employee Relations for implementation.

i) The Director presented a report regarding the Safety Division Transition Plan. The Safety Division was eliminated as part of the 2010 budget, and transitioned into the Community Services Division. The report details what happened to its responsibilities and personnel. Commissioner Stark moved approval of the report, seconded by Commissioner Morgan. The motion carried unanimously.

#### 5. PUBLIC COMMENT:

Scott Charles, representing the Milwaukee Police Supervisor's Organization (MPSO), stated the MPSO has a vested interest and desire to work with the Board, the City government, and the Milwaukee Police Department. The MPSO's primary concern is the promotional path leading to the rank of Police Lieutenant. The MPSO will not be supportive of any promotion made through a rank other than Police Sergeant. He acknowledged the Milwaukee Police Association's concern that Detective would be a dead-end rank, and responded it would not be a dead end, just a shift. Allowing the Detectives to bypass Sergeants who have years of supervisory experience is not prudent. Mr. Charles clarified that this is the official position of the MPSO.

#### 6. POLICE DEPARTMENT

f) Returning to the item laid over earlier in the meeting, the Director presented a letter dated February 9, 2010, from Chief Flynn, wherein he presents a request for reappointment to the position of Police Officer from Melissa Ramskugler. The Director stated for the record that the correspondence the Commissioners received contained the following: a letter from Chief Flynn dated February 9, 2010 giving the reasons for recommending the denial of Ms. Ramskugler's reappointment; a letter dated June 11, 2009 from Chief Flynn detailing Ms. Ramskugler's history with the Department; a letter dated December 17, 2009 from Gina Buono, M.D., of the Lakeshore Medical Clinic, who is an independent medical examiner; a letter dated December 4, 2009 from Administrative Lieutenant Mercedes Cowan of the Medical Section to Dr. Buono with certain interrogatories that were answered by Dr. Buono with respect to the examination; and lastly a letter dated June 29, 2009 addressed to the Board from Ms. Ramskugler requesting reappointment.

Ms. Ramskugler was present and read a prepared written statement dated February 18, 2010, which she submitted to the Board to be made part of the record.

Chief Flynn stated he stands by the record that was presented to him. He assured Ms. Ramskugler that no differential standard of treatment has been applied, he takes into account opinions of competent medical authorities, and acts in the best interest of the Department and the City. He has been advised that Ms. Ramskugler is unable to complete field training, which is a vital part to becoming a Police Officer. He stated the issue is whether or not field training can be completed.

Ms. Ramskugler responded that she gave the City full access to her medical records, and her concern is that they were not used in making this determination. She stated that what the City doctors say is in direct conflict with what her orthopedic surgeon states.

The Chair entertained a motion to convene in closed session in Room 301-B, City Hall, 200 E. Wells Street, pursuant to Section 19.85 (1)(f) Wis. Stats. to consider financial, medical, social or personal histories of specific persons which, if discussed in public, would be likely to have a substantial adverse effect upon the

## Response at FPC meeting on 03-04-10

I would like to thank the commission for the privilege of speaking before you this evening.

I am Scott Charles, and I serve as a Director on the Board of the Milwaukee Police Supervisors Organization.

I would also like to acknowledge the commission for its high degree of professionalism, accuracy, and detail regarding the draft copy of the minutes from the regular meeting on February 18<sup>th</sup>, in particular the statements I made on that date.

During that statement, I made reference to the Job Evaluation report regarding the merger of all past Lieutenant positions, that being Lt. of Police and Lt. of Detectives, to the new combined rank of Police Lieutenant. That report, which came from the Dept. of Employee Relations, was presented and ultimately approved by this commission. I referenced page 7, first paragraph, last sentence, of that report that states and I quote "Of particular note is the requirement by all jurisdictions that a member have supervisory responsibility of Sergeant prior to being promoted to a higher rank." There are seven jurisdictions listed in the report and every one of them has an established promotional path exclusively through the rank of Sergeant only.

While it may seem that I am laboring this point of view, I would hope that the commission and those present would come to realize, instead, how important this issue of a proper promotional path, through the rank of Sergeant and only Sergeant is to our organization, the MPSO.

The MPSO is comprised of 2/3 sergeants. For us, the MPSO Board, not to effectively represent such a large majority of our membership on an issue of such gravity would be irresponsible. Again, allow me to reiterate the MPSO's position; we look forward to working cooperatively with the commission, any and all branches of City government, Chief Flynn, and the MPD on not only this topic but on any other topic as well. The MPSO continues to work with Chief Flynn and the Dept. regarding the Police Lt. merger, having already had several open and productive meetings with another scheduled for mid-April. The ultimate goal for everyone involved is this; promote the best, most qualified, most experienced supervisors through the MPD's new, single rank structure format by way of the first-line supervisor and the only first-line supervisor in that rank structure is Sergeant. This structure and promotional path will provide the City and its citizens the best possible leadership to reduce crime, fear, and disorder now and for years to come.

Thank you.

# MILWAUKEE POLICE DEPARTMENT MEMORANDUM

**\*\*REVISED\*\***

**DATE:** DECEMBER 5, 2014  
**TO:** ALL COMMANDING OFFICERS  
**FR:** VALARIE WILLIAMS  
HUMAN RESOURCES ADMINISTRATOR  
**RE:** POLICE LIEUTENANT PROMOTIONAL EXAMINATION BULLETIN AND  
READING LIST



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Please ensure that the attached **Police Lieutenant Promotional Examination Announcement Bulletin and Reading List** updates are prominently posted through **Wednesday, December 31, 2014.**

The deadline for submitted applications has been extended. Applications must be submitted by **Wednesday, December 31, 2014.** Applications are available online **ONLY** at [www.jobaps.com/Mil/jobs/FPC](http://www.jobaps.com/Mil/jobs/FPC). The Commission is not responsible for applications not received by the deadline.

Commanding Officers are instructed to contact **ALL** eligible Police Sergeants, Detectives and Police Identification Supervisors under their command who are currently on an approved leave of absence and notify them (or a member of their family if the member is unavailable) of the Promotional Examination Announcement Bulletin for the rank of Police Lieutenant. **Please inform Human Resources that notifications have been made. All notifications MUST be confirmed with Human Resources at [alcole@milwaukee.gov](mailto:alcole@milwaukee.gov).**

Members who will be unavailable for one or more portions of the examination due to military service or training, must provide written notification to the Fire and Police Commission prior to the examination. Please contact Toni Vanderboom at (414) 286-5063, or [trvande@milwaukee.gov](mailto:trvande@milwaukee.gov), via fax at (414) 286-5050 or in person at City Hall, Room 706.

Questions should be directed to Toni Vanderboom at (414) 286-5063, or [trvande@milwaukee.gov](mailto:trvande@milwaukee.gov).

Attachments

**Promotional Examination Announcement Bulletin  
POLICE LIEUTENANT - REVISED**

**REQUIREMENTS**

Applicants for Police Lieutenant must have held the following positions with the Milwaukee Police Department continuously for three years immediately prior to the February 26, 2015:

- Sergeant
- ID Supervisor
- Detective
  - Note: Detectives must also have had the title of Detective on the execution date of the 2010-2012 Agreement between the City of Milwaukee and the Milwaukee Police Association Local #21. And be covered under the Memorandum of Understanding dated November 14, 2011. Candidates who are not currently in the position of Detective or Lieutenant as of 2/26/15 may not be eligible to participate in promotional processes for the position of Police Lieutenant.

**Continuous service includes:**

- Time spent on military leave or duty disability will count toward the actual years of service requirement and as continuous service.
- Leaves of absence related to physical disabilities, including maternity leave, sick leave or leaves which qualify under the Family and Medical Leave Act.
- A break in service of 30 cumulative days or less for non-disciplinary reasons.
- A break in service of 5 cumulative days or less for disciplinary reasons will be considered to have continuous service but must have three years of actual service.
- Three years of cumulative experience in the positions of Police Sergeant, ID Supervisor or Police Detective immediately prior to February 26, 2015.

**DUTIES**

Preserve public peace and order, prevent and detect crime, identify and arrest criminals, manage and coordinate criminal investigations, evaluate and assign follow-up and ensure work is completed. Supervise, guide, instruct, and develop personnel to become future leaders in the Department. Ensure personnel are performing their duties in accordance with the Department's Code of Conduct, policies and procedures.

**OTHER QUALIFICATIONS**

Police Lieutenant candidates should possess the knowledge, skills, abilities and personal characteristics needed to effectively manage all activities and personnel on an assigned shift.

These include, but are not limited to:

- Knowledge of department rules and procedures, reports, position responsibilities, ordinances and state statutes.
- Ability to communicate effectively (written and oral) with subordinates, superiors and the public.
- Ability to provide command and direct a force of personnel of lesser rank and efficiently enforce discipline.
- Ability to plan and organize effectively.
- Ability to solve problems creatively.
- Ability to provide leadership over personnel and operations.
- Skill and knowledge to abide by and enforce the Department's Code of Conduct.

**APPLICATIONS**

Applications are available online only at [www.jobaps.com/Mil/jobs/FPC](http://www.jobaps.com/Mil/jobs/FPC). Applications must be submitted by December 31, 2014. The Commission is not responsible for applications not received by the deadline.

**EXAMINATION**

The examination will consist of the following components:

Written Exam	25%
Oral Exam	40%
Career Review	30%
Seniority	5%
	<u>100%</u>

The Written Exam is scheduled for **Wednesday, February 26, 2015 at 9 a.m. at the Safety Academy, Room 182**. Candidates who have submitted an application will receive an email notification with additional information regarding the written test.

Candidates will be notified of the date, time, place and content of the remaining test components. The eligible list resulting from this examination will remain in effect for two years from the date of adoption, unless exhausted, extended, or rescinded by the Board. Promotion is contingent upon passing a drug screen.

*If you will be unavailable for one or more portions of the examination due to military service or training, you must provide written notification to the Fire and Police Commission prior to the examination. Please contact Toni Vanderboom at (414)286-5063, [tvande@milwaukee.gov](mailto:tvande@milwaukee.gov), or in person at City Hall Room 708.*

**CITY OF MILWAUKEE**  
**2015 POLICE LIEUTENANT PROMOTION EXAMINATION**  
**READING LIST EXPLANATION**

Candidates for promotion to Lieutenant will be responsible for the reference/knowledge sources listed on the attached pages. This list is organized by general knowledge source (e.g., MPD Standard Operating Procedures), identifies the specific subsections (e.g., *SOP 460 – Use of Force*) of each general knowledge source that may be included on the examination, and indicates whether each subsection will be covered on the closed-book or open-book portion of the Written Technical Knowledge Test. The fact that a specific subsection is listed on the reading list does not necessarily mean that a question will be written from the subsection. It simply means that the subsections listed on the reading list are eligible to have questions written from them.

Some additional points about the reading list and reference sources are presented below.

1. All items on the closed-book portion of the Written Technical Knowledge Test will be drawn from subsections identified on the reading list as “CLOSED.”
2. All items on the open-book portion of the Written Technical Knowledge Test will be drawn from subsections identified on the reading list as “OPEN.”
3. Candidates will only be responsible for information contained within sections of documents included on the reading list. Any other documents that are referenced within subsections appearing on the reading list, but are not actually included on the reading list themselves, will not be tested.
4. Candidates WILL NOT be permitted to use any reference sources or other documents during the closed-book portion of the Written Technical Knowledge Test.
5. Candidates WILL be permitted to use any reference sources or other documents during the open-book portion of the Written Technical Knowledge Test.
6. Only hard copies of reference sources and other documents may be brought to the Written Technical Knowledge testing site. No electronic communication equipment will be allowed at the test site, including cellphones, tablets, laptops, etc.
7. Candidates must bring their own copies of the reference sources to the examination; no sharing of any documents or materials will be allowed.
8. Writing in reference source documents during the Written Technical Knowledge Test Administration is strictly prohibited. Any highlighting or underlining in reference source documents must be completed prior to the Written Technical Knowledge Test Administration. However, writing in your open- or closed-book test booklets during the examinations is permitted and encouraged (pen, pencil and highlighter are allowed).
9. **No electronic equipment will be allowed at the test site, including pagers, cellphones, tablets, laptops, etc.** In other words, any device with an on/off switch will NOT be permitted at the test site.
10. Candidates will be responsible for sources specified in the reading list that are effective through 12/5/2014. Candidates will NOT be responsible for revisions that occur after the 12/5/2014.

More information about the examination procedures for all exam components will be provided in the candidate preparation guide and in future announcements.

**2015 Milwaukee Police Department  
Police Lieutenant Reading List**

<b>Knowledge Source Subsections</b>	<b>Section of Written Technical Knowledge Test</b>
<b>THE WISCONSIN STATUTES - ONLINE VERSION <a href="http://legis.wisconsin.gov/rsb/stats.html">http://legis.wisconsin.gov/rsb/stats.html</a></b>	
<b>Charitable, Curative, Reformatory and Penal Institutions and Agencies</b>	
Chapter 48: Children's Code	CLOSED
Chapter 51: State Alcohol, Drug Abuse, Developmental Disabilities and Mental Health Act	CLOSED
<b>Civil Procedure</b>	
Chapter 813: Injunctions, Ne Exeat and Receivers	OPEN
<b>Juvenile Justice Code</b>	
Chapter 938: Juvenile Justice Code	CLOSED
<b>Criminal Code</b>	
Chapter 939: Crimes – General Provisions	CLOSED
Chapter 940: Crimes Against Life and Bodily Security	CLOSED
Chapter 941: Crimes Against Public Health and Safety	CLOSED
Chapter 942: Crimes Against Reputation, Privacy and Civil Liberties	OPEN
Chapter 943: Crimes Against Property	CLOSED
Chapter 944: Crimes Against Sexual Morality	CLOSED
Chapter 946: Crimes Against Government and its Administration	OPEN
Chapter 947: Crimes Against Public Peace, Order and Other Interests	CLOSED
Chapter 948: Crimes Against Children	CLOSED
<b>Controlled Substances</b>	
Chapter 961: Uniform Controlled Substances Act	OPEN
<b>CRIMINAL LAW HANDBOOK (Revised 08/2009)</b>	
Arrest	CLOSED
Entrapment	CLOSED
"Miranda Warnings"	CLOSED
Juveniles	CLOSED
Search and Seizure	CLOSED
Stop and Frisk	CLOSED
Entry of Land, Buildings and Dwellings	CLOSED
Lineup	CLOSED
Domestic Abuse	CLOSED
OWI and Implied Consent	CLOSED
Elements of Crime	CLOSED

**2015 Milwaukee Police Department  
Police Lieutenant Reading List**

<b>Knowledge Source Subsections</b>	<b>Section of Written Technical Knowledge Test</b>
<b>EMERGENCY RESPONSE MANUAL (Revised March 2003)</b>	
Introduction	OPEN
Annex A: Mobilization	OPEN
Annex C: Transportation/Search & Recovery/Identification of Victims & Casualties at Disaster Scenes	OPEN
Annex V: Hostage/Barricade/Terrorist Situations	OPEN
<b>CODE OF CONDUCT (5/27/2010)</b>	
Preamble	OPEN
Vision, Mission	CLOSED
Core Values – Competence	CLOSED
Core Values – Courage	CLOSED
Core Values – Integrity	CLOSED
Core Values – Leadership	CLOSED
Core Values – Respect	CLOSED
Core Values – Restraint	CLOSED
Appendix – Disciplinary Decision Process	OPEN
<b>MPD STANDARD OPERATING PROCEDURES</b>	
005 – Rank Structure of the Milwaukee Police Department	CLOSED
010 – Absence	CLOSED
015 – Membership in Authorized Organizations	OPEN
030 – Written Department Directives	OPEN
040 – Limited Duty Status	OPEN
050 – Transfers	OPEN
060 – Animals	OPEN
070 – Citation Procedures	OPEN
080 – Family Medical Leave Act (FMLA) and Other Leaves	OPEN
085 – Citizen Contacts, Field Interviews, Search and Seizure	CLOSED
090 – Prisoners and Booking	CLOSED
112 – Sexual Assault	OPEN
113 – Crimes Against Children	OPEN
114 – Domestic Violence	CLOSED
115 – Crimes Against the Elderly	OPEN
120 – Operating While Intoxicated (OWI)	OPEN
130 – Foreign Nationals – Diplomatic Immunity – Immigration Enforcement	OPEN
140 – Juvenile Procedures	CLOSED
150 – Court Procedures	CLOSED
160 – Mentally Ill Persons	CLOSED
165 – Homeless Persons	CLOSED

**2015 Milwaukee Police Department  
Police Lieutenant Reading List**

<b>Knowledge Source Subsections</b>	<b>Section of Written Technical Knowledge Test</b>
170 – Intoxicated / Incapacitated Persons	CLOSED
180 – Missing Persons	CLOSED
190 – Limited English Proficiency (LEP) / Hearing Impaired Persons	OPEN
210 – Communicable Diseases	OPEN
220 – Arrest Authority	CLOSED
230 – Mutual Aid	OPEN
240 – Eyewitness Identification Procedures	CLOSED
250 – Communications	CLOSED
263 – Records Management	CLOSED
270 – Field Training and Evaluation Program	OPEN
300 – Directed Patrol Missions / Saturation Patrols	CLOSED
360 – Computer Mug Shot System	OPEN
375 – Electronic Satellite Pursuit System	CLOSED
390 – Licensed Persons / Premises Investigations	CLOSED
410 – Issue of Worthless Check	CLOSED
430 – Parking Enforcement	OPEN
440 – Early Intervention Program	OPEN
450 – Personnel Investigations	OPEN
455 – Critical Incident Review Board	OPEN
460 – Use of Force	CLOSED
465 – Hand-Held Chemical Agent	CLOSED
467 – Electronic Control Device	OPEN
475 – Military Deployment / Reintegration	OPEN
500 – Personnel Evaluations	CLOSED
520 – Equal Employment Opportunity Policy	CLOSED
530 – Nuisance Premises	OPEN
550 – Time Sheet Preparation	CLOSED
555 – Compensation and Overtime Procedures	CLOSED
560 – Property	OPEN
570 – Public Information Policy	CLOSED
610 – Towing of Vehicles	CLOSED
630 – Vehicle Thefts, Prior Authority Vehicle Use and Theft by Fraud	CLOSED
650 – Vehicle Crashes	OPEN
660 – Vehicle Pursuits and Emergency Vehicle Operations	CLOSED
670 – Bomb Threats, Suspicious Packages and Improvised Explosive Devices (IED)	CLOSED
680 – Computer Equipment, Applications and Systems	OPEN

**2015 Milwaukee Police Department  
Police Lieutenant Reading List**

<b>Knowledge Source Subsections</b>	<b>Section of Written Technical Knowledge Test</b>
700 – Case Management	CLOSED
725 – Crime Scene Investigations	CLOSED
730 – Mobile Digital Video / Audio Recording Equipment	CLOSED
735 – Automated License Plate Readers (ALPR)	CLOSED
760 – Controlled Substances	CLOSED
780 – Police Facilities Security	OPEN
870 – Suspensions/Official Discipline	OPEN
960 – Correction/Discipline Form (PD-30E)	CLOSED
965 – District – Division Commendation Form (PD-31E)	CLOSED
970 – Search Warrants	OPEN
975 – Confidential Informants and Sources of Information	CLOSED
<b>FELONY CHECKLISTS</b>	
Felony Investigation Checklist	OPEN
Fire/Arson Investigation Checklist	OPEN
Shots Fired (No Injuries) Investigation Checklist	OPEN
Burglary Investigation Checklist	OPEN
Robbery Investigation Checklist	OPEN
Aggravated Assault Investigations Checklist	OPEN
Filing Aggravated Assault Incident Reports	OPEN
<b>ORGANIZATIONAL BEHAVIOR AND MANAGEMENT IN LAW ENFORCEMENT, 3<sup>rd</sup> EDITION BY Harry W. More, Gennaro F. Vito, and William F. Walsh (ALL CHAPTERS)</b>	
Chapter 1: Police Organization: Evolving Strategies	CLOSED
Chapter 2: Dynamics of Management: Managers and Organizational Behavior	CLOSED
Chapter 3: Leadership: The Integrative Variable	CLOSED
Chapter 4: Personality: Understanding the Complexity of Human Behavior in the Organization	CLOSED
Chapter 5: Beliefs, Values, and Attitudes: Determinants of Human Behavior	CLOSED
Chapter 6: Motivation: The Force Behind Behavior	CLOSED
Chapter 7: Stress in Organizational Life: Its Nature, Causes, and Control	CLOSED
Chapter 8: Conflict: Nature, Causes, and Management	CLOSED
Chapter 9: Decision-Making: The Essential Element in Applied Management	CLOSED
Chapter 10: Power: Its Nature and Use	CLOSED
Chapter 11: Communication: The Vital Process	CLOSED
Chapter 12: Groups and TeamWork: Human Dynamics at Work	CLOSED
Chapter 13: Change: Coping with Organizational Life	CLOSED
Chapter 14: Performance-Based Management: Guiding Principles	CLOSED
Chapter 15: Developing Effective Organizations: Improving Organizational Performance	CLOSED

# **MILWAUKEE POLICE DEPARTMENT**

**Lieutenant**

**Candidate Preparation Guide for the  
Written Technical Knowledge Test**

**Prepared By:**



**EB Jacobs, LLC**

**December 2014**

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## INTRODUCTION

To qualify for the rank of Lieutenant, candidates will participate in an assessment process consisting of three test components and seniority points. Each component of the process will be weighted as follows:

Test Component	Lieutenant Test Weights
Component 1: Written Technical Knowledge Test (Closed and Open-Book)	25%
Component 2: Oral Board Examination (consists of 2 exercises)	35%
Component 3: Career Review Board	35%
Seniority Points	5%

**ALL CANDIDATES WHO TAKE THE WRITTEN TECHNICAL KNOWLEDGE TEST WILL BE ELIGIBLE TO PARTICIPATE IN THE ORAL BOARD EXAMINATION AND CAREER REVIEW BOARD.**

This process is based on information obtained from a job analysis of the position of Milwaukee Police Lieutenant. The job analysis provided descriptions of the duties performed by incumbent lieutenants and identified the knowledge, skills, and competencies (abilities and personal characteristics) required to perform these duties effectively. The assessment process is intended to assess the required knowledge, abilities, and competencies in the context of important duties and tasks, as well as relevant career experiences.

This guide is being distributed to assist candidates in preparing for the Written Technical Knowledge Test. **(More detailed information about the Oral Board Examination and Career Review Board will be provided at a later date.)** We are providing this information in recognition that a considerable amount of the concern associated with participation in examinations is related to the novelty of the procedures that candidates encounter. Accordingly, this Guide provides information about the Written Technical Knowledge Test component in terms of the:

- content,
- administrative logistics,
- evaluation methods, and
- sample questions and answers.

From the information presented in this guide, candidates should be able to get a good feel for the Written Technical Knowledge Test, including the test procedures, the types of questions they will encounter, and suggested preparation strategies.

We encourage candidates to review this guide carefully and to take advantage of any and all opportunities to prepare for the test.

**GOOD LUCK!**

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**NOTE:** In this Guide, an effort has been made to provide as much information as is available at this time about the intended format, content, logistics, and evaluation of the Written Technical Knowledge Test. However, it is possible that minor alterations may be made in the testing procedures between the time this Guide is distributed and the administration of the test. We will work with the Milwaukee Fire and Police Commission to provide you with any updates that may be required.

## DESCRIPTION OF THE WRITTEN TECHNICAL KNOWLEDGE TEST

### I. Date, Time, and Location:

The Written Technical Knowledge Test will be administered on **Wednesday, February 25, 2015 at 9:00 a.m.** in **Room 182** of the **Safety Academy**. Candidates should arrive at the test site no later than 8:30 a.m. so that the instructions can begin promptly at 9:00 a.m. A schedule is presented below to give you an idea of the timing for the day of the Written Technical Knowledge Test. Some of the times presented below are approximate so the "time of day" designations presented may vary slightly from those that actually occur on the day of the test.

CANDIDATE SCHEDULE		
ACTIVITY	AMOUNT OF TIME	TIME OF DAY
Check-In and Seat Candidates	Approximately 30 minutes	8:30 a.m. to 9:00 a.m.
Instruction Period (Closed-Book Test)	Approximately 30 minutes	9:00 a.m. to 9:30 a.m.
Closed-Book Test	2 hours and 15 minutes	9:30 a.m. to 11:45 a.m.
Short Break	Approximately 5 Minutes	11:45 a.m. to 11:50 a.m.
Instruction Period (Open-Book Test)	Approximately 15 minutes	11:50 a.m. to 12:05 p.m.
Open-Book Test	1 hour and 15 minutes	12:05 p.m. to 1:20 p.m.
Appeals	30 minutes	1:20 p.m. to 1:50 p.m.

NOTE: We encourage candidates to bring a beverage and snack to the test site as there will be no break for lunch in between any of the activities listed above.

## II. Content:

Specific information about the content and nature of each portion of the Written Technical Knowledge Test is provided below. The Lieutenant Written Technical Knowledge Test will consist of a total of 100 items (questions).

**Closed-Book Portion of the Written Technical Knowledge Test:** The closed-book test will consist of traditional, multiple-choice items with four response alternatives each. These items will be designed to assess candidates' understanding of job-related technical knowledge that the job analysis indicated must be memorized so no reference materials will be available for use during this test. Items on this test will be drawn ONLY from reference materials identified on the reading list as closed-book.

- The closed-book test will consist of approximately 80 items. 2 hours and 15 minutes will be allotted for this test.

**Open-Book Portion of the Written Technical Knowledge Test:** The open-book test will consist of traditional, multiple-choice items with four response alternatives each. These items will be designed to assess candidates' understanding of job-related technical knowledge that the job analyses indicated need NOT be memorized but can be looked up when needed. Therefore, candidates will be permitted to use hard copies of any reference sources or other documents during this open-book test. However, items on this test will be drawn ONLY from reference materials identified on the reading list as open-book.

- The open-book test will consist of approximately 20 items. 1 hour and 15 minutes will be allotted for this test.

***The closed-book test will be administered first but you must bring your open-book reference documents with you when you check-in at the test site. You will not have an opportunity to leave the premises once you have entered the testing facility.***

**A Word About Preparing for Each Portion of the Written Technical Knowledge Test:** The reading list separates the materials you need to study into the two separate categories of open-book and closed-book. When reviewing your reading list, pay attention to the distinctions made between open- and closed-book materials, because they will affect how you study. If a particular section is on the closed-book test, it will mean that you have to memorize the material in that section. If the material is on the open-book test, you will not need to memorize the material, but you should become extremely familiar with it, so that you are able to locate material easily. Becoming extremely familiar with the open-book material will enable you to find a fact quickly when you need it. Of course, if you become so familiar with the open-book material that you have large sections of it memorized, or practically memorized, you will be able to answer the questions you know quickly and will have more time to spend on the questions that you are not sure of. Note that this is similar to how these materials are actually used on the job. Just because you have the opportunity to look something up doesn't mean that you always will. Instead, on the job, you usually only look up the things you are not certain of. In any case, the better you know the material, the better you will do on the tests.

### III. Administrative Logistics:

Each portion of the Written Technical Knowledge Test will be preceded by a set of instructions. Candidates are advised to arrive at the test site at least 30 minutes prior to the instruction period to ensure that all necessary administrative procedures can be conducted prior to the scheduled start time.

Specific guidelines for the use of reference materials were presented with the Reading List and are presented again below:

1. All items on the closed-book portion of the Written Technical Knowledge Test will be drawn from subsections identified on the reading list as "CLOSED."
2. All items on the open-book portion of the Written Technical Knowledge Test will be drawn from subsections identified on the reading list as "OPEN."
3. Candidates will only be responsible for information contained within sections of documents included on the reading list. Any other documents that are referenced within subsections appearing on the reading list, but are not actually included on the reading list themselves, will not be tested.
4. Candidates WILL NOT be permitted to use any reference sources or other documents during the closed-book portion of the Written Technical Knowledge Test.
5. Candidates WILL be permitted to use any reference sources or other documents during the open-book portion of the Written Technical Knowledge Test.
6. Only hard copies of reference sources and other documents may be brought to the Written Technical Knowledge testing site. No electronic communication equipment will be allowed at the test site, including cellphones, tablets, laptops, etc.
7. Candidates must bring their own copies of the reference sources to the examination; no sharing of any documents or materials will be allowed.
8. Writing in reference source documents during the Written Technical Knowledge Test Administration is strictly prohibited. Any highlighting or underlining in reference source documents must be completed prior to the Written Technical Knowledge Test Administration. However, writing in your open- or closed-book test booklets during the examinations is permitted and encouraged (pen, pencil and highlighter are allowed).
9. **No electronic equipment will be allowed at the test site, including pagers, cellphones, tablets, laptops, etc.** In other words, any device with an on/off switch will NOT be permitted at the test site.
10. Candidates will be responsible for sources specified in the reading list that are effective through 12/5/2014. Candidates will NOT be responsible for revisions that occur after the 12/5/2014.

#### **IV. Appeals Process:**

The following appeals process will be used for the Written Technical Knowledge Test. Additional instructions and any modifications to the instructions below will be announced at the test site prior to the start of the Written Technical Knowledge Test.

**Appeals may ONLY be completed at the test site immediately following the administration of both sections of the Written Technical Knowledge Test. Specifically, the testing time will be a total of approximately three hours and thirty minutes. Immediately following the conclusion of both portions of the test, there will be an additional 30 minutes for completion of written appeals to test items. Once this timed 30-minute appeal period has elapsed, no additional appeals will be accepted.**

Candidates will be required to fill out a separate form for EACH item they wish to appeal. For each appeal (and appeal form), candidates will be required to provide their name, ID number, the portion of the test on which the appealed item is located (open or closed-book), the number of the test item they are appealing, the answer(s) they believe should be keyed as correct, the rationale to support their appeal, and any reference citation within the applicable knowledge source that supports their appeal. Candidates should be as detailed as possible in their appeals to ensure full consideration is given.

#### **V. Evaluation:**

All items on both the closed and open-book tests will be worth one point each so your raw score on the Written Technical Knowledge Test will be the number of questions you answer correctly on the closed-book and open-book portions of the test combined. For example, if a Lieutenant candidate answers 15 out of 22 open-book items correctly and 65 out of 78 closed-book items correctly, the candidate's Written Technical Knowledge Test raw score will be 80 (out of a possible total of 100).

# Preparation Strategies for the Written Technical Knowledge Test

Written technical knowledge (multiple-choice) tests are designed to test your knowledge of a particular subject area. You can improve your performance on written technical knowledge tests in three different ways. The first and most obvious way is to know and understand all of the relevant material that will be covered on the test. The second is to know and understand the test situation so that you can avoid making mistakes caused by a failure to understand the meaning of the test questions, the test format, or the test procedures. Finally, you can try to gain an understanding of your own test-taking behavior. If you become aware of the kinds of errors you commit on multiple-choice tests, you can try to avoid them in the future.

This portion of the guide provides suggestions for improving your performance in each of these areas:

## I. **How to Study: Understanding the material covered on the test**

This section provides some strategies to assist you in preparing for the tests. A method for studying, based on well-established learning principles, is included. Many of the suggestions are directed toward enhancing your ability to recall information by requiring you to do more than simply read the material. Some suggested strategies include: (a) surveying the material to be read in order to break it down into reasonable study "chunks," (b) formulating questions to be answered after each section has been read, and (c) reciting the main points of each section. Finally, this section presents some pointers for applying the "how to study" suggestions to open-book v. closed-book material.

## II. **General Multiple-Choice Test-Taking Strategies: Understanding the test situation**

This section provides some strategies that you can apply when taking the tests. These strategies are of relevance when taking any multiple-choice test. They include such suggestions as marking questions in a way that will make them easier to understand and answering easier questions first.

## III. **Error Analysis: Understanding your own test-taking behavior**

This section provides you with some information about common test-taking errors, as well as strategies for avoiding such errors. You are encouraged to identify the kinds of errors you tend to make when taking multiple-choice tests. In this way, you will be more aware of the tendency toward these errors when you actually take the tests and can determine what steps you can take to avoid these errors.

## I. How to Study:

The study strategies provided here should be helpful in preparing for multiple-choice tests. They can be applied to any reference sources.

### A. Focus Your Attention

You must focus your attention on the material you are studying if you expect to remember it. There are three things that you can do to help you focus your attention on the material you read.

First, since you tend to pay closer attention to things that interest you than to things that don't, you can try to make the material more meaningful or interesting. One way to do this is to apply it to yourself. Try to think of examples of the material that can be tied to your work.

The next thing you can do is to eliminate distractions from your environment. These distractions compete for your attention and affect your memory of the material that you are trying to study. It is difficult to pay attention to several things at the same time. Instead, people usually switch back and forth, paying attention first to one thing and then the other. Unfortunately, you will not remember any material that did not receive attention. This means that listening to the radio while you are studying, or studying in a noisy area, will leave gaps in your memory of the material you are trying to learn.

Finally, you should avoid trying to learn or memorize material when you are tired. Fatigue reduces the amount of material that you can remember. This means that it might be better to get a good night's sleep and study in the morning rather than staying up a few hours extra and sleeping late. Surely, you must have noticed how your attention wanders if you go without sleep for long periods of time.

### B. A Method for Studying: SQ3R

**SQ3R** stands for *survey, question, read, recite* and *review*. These five elements make up a set of study habits that almost guarantee success.

#### ***SURVEY***

"Survey" means to find the limits or borders of an area. Survey the material you have to study to get a rough idea of the content and organization of the material before beginning in-depth study efforts.

To survey a body of information, scan it from start to finish. By skimming over the pages, you will get an idea of what is to come. In most documents, this type of survey is made much easier through the use of headings. Bold, large, or major headings introduce big or important elements; smaller headings introduce sub areas of these important elements. Other helpful overviews of the material can be found in summaries such as chapter summaries/conclusions, overviews, commentaries, statements of objectives, etc. By looking over such summaries, you can get a quick view of the important parts or pieces of the material covered.

Surveying the study material gives you an idea of how long it will take to cover the material. This will help you to break the assignment down into reasonable time blocks. Material should be read in chunks of a reasonable size. You should carve out a specific section that you will try to understand before moving on. A chunk might be all of the material under a major heading. If the material under the heading runs for many pages, you might want to reduce the material to be understood to each of the minor headings, taken one at a time.

## QUESTION

Most people need a reason to do things. In studying text material, a question becomes a reason. If you have some questions to begin with, the material that you are reading will take on more life and be more meaningful.

Before beginning each study session, look over the material you intend to cover. Develop some questions that you expect to be answered in the material. There are several ways to develop these questions. One way is to begin with the list of headings from the book chapter or document outline. Write a question for each major and minor heading. Developing questions can provide a reason for reading the material and can help the information become more meaningful to you.

## READ

For most people, reading means the same thing as studying. When they say that they have studied material, they often mean that they have read it through several times. Reading is important, but it will be done more effectively when the *survey* and *question* steps have been completed.

The most effective way to pace yourself is to decide on the number of chunks that will be read and understood in a given study session. You can use the questions you developed through the previous step as your definition of understanding. Once you can answer these questions, you can move on to the next section. A good time to take breaks is between these sections, not in the middle of them. This might be a way of rewarding yourself for successfully completing the reading of each section.

It's important to ensure that you understand the material you are reading. One way to do this is to look up the definitions of all new and unfamiliar terms. You should make a list of the words and phrases that you don't understand. If these terms are technical terms that you have not encountered before, the chances are that the answer is somewhere in the chapter or document that you are reading. Have a notebook available so that you can mark down each of these terms, leaving a space for their definition. The quicker you get to know the meaning of all the terms, the more effective your studying will be. If the term or word is not technical, but simply a large or uncommon word that you are not sure of, look it up in a dictionary. If you feel it would be helpful, record the definitions of these non-technical terms in your notebook, as well. You will find that this notebook of terms will be a big help in preparing for the closed book test. You might want to use it to keep track of all important terms, even those you understand.

Another good way to make your reading time as useful as possible is to mark or underline the text while you are reading. This will make you a more active participant in the studying process. In addition, it will help you to focus on the major ideas and keep you from getting bogged down in details. Your underlining or highlighting can also make it easier for you to review the material before the test by providing some hints and associations that will aid in later recall.

In marking or underlining the text, you should actually go through the text and underline key words and concepts that are important in understanding the material in the chunk you are reading. You might also make notes to yourself right on the text page. If you choose to use the underlining and marking method, here are a few guidelines:

- 1) Read the whole section before doing any underlining or marking.
- 2) Don't mark or underline too much. The value of the technique lies in highlighting only the most important material.
- 3) Use ink if possible so that the underlining and notes do not disappear or become unclear in the course of studying.
- 4) Use symbols as much as possible. For example, use ? as a symbol for questions you have; use \* to stand for a particularly important idea.

## ***RECITE***

Remember a time when you went to the store to buy several items? You didn't have time to write out a list, so you just repeated the items out loud several times on the way to the store. After several repetitions, you had memorized the list. If you had paid attention to what was happening, you would have realized that the act of reciting the list made the difference between remembering the list and forgetting it. This is just as true of study material as it is of shopping lists.

Recitation does not have to be performed out loud, but it should be formal. Don't just look over the information and say to yourself, "Now I know it." The point is that you should recite the information that you know. This can be done in several ways. One popular method is to close the book or document and try to repeat what you just have read, then check to see if you were correct. A second way is to answer questions about the material you have read.

It's very helpful to recite with another individual. You can ask each other questions about portions of the material, which will make you recite the material in a formal way. It's not even necessary to choose someone who is familiar with the material. The person only has to be able to recognize that what you have said is what is written in the document or in your notes.

In order to be most effective, recitation should take place quite soon after you've first learned or read the material. This is important because the greatest amount of information is lost or forgotten within a short period of time after it is first learned.

Don't try to recite too much information at once. Depending on the number of pages covered, this might be all of the information in one major heading or even one subheading. A whole book chapter or document section is usually too large a unit for recitation purposes.

## ***REVIEW***

When you have finished studying a block of material, such as a book chapter or document section, you should review or reconsider what you have learned. This can be done through reciting or through answering specific questions. The point is that you should go back over material once you think it has been learned.

The second form of review is done just before beginning a new study session. In this form of review, you are actually preparing yourself for new learning by strengthening old learning. This helps to ensure that any old learning that is needed as a basis for new learning is correct and available.

The final form of review is done before a test. This review can be done quite effectively in a group with other test takers. This cuts down on some of the drudgery of pre-test studying and also increases the meaning of much of the information. That is, while you are taking the test, you can more easily remember the information if you think back to who said what and how the review conversation went.

\*\*\*\*\*

In summary, the SQ3R method of study is based on sound learning principles and gives you a simple formula to follow:

- SURVEY** skim the reading material and create manageable chunks to study
- QUESTION** develop a purpose for reading by asking questions that you expect to have answered in the reading material
- READ** read and re-read the material until you understand it thoroughly
- RECITE** write down or talk about what you just learned to improve retention and integrate new information into your knowledge base
- REVIEW** look over highlighted text and notes and integrate new information with old information

\*\*\*\*\*

### C. Open-Book versus Closed-Book Tests

The SQ3R strategy presented above applies to all multiple-choice tests. For both the open-book and closed-book tests, you will need to survey, question, read, recite, and review. However, the relative emphasis you place on each of these five functions will vary somewhat depending on whether you expect to encounter the material in an open- or closed-book format.

The most obvious differences occur in the recite and review processes. For a closed-book test, recitation and review are extremely important because they allow you to memorize the material in detail, and organize it in a meaningful fashion. For an open-book test, the recite and review functions are practiced slightly differently. You do not have to recite the **details** of the material with a view towards later recall; instead you should concentrate on reciting exactly where the material can be found. To this end, it is probably useful to construct and familiarize yourself with an outline of the basic material covered in each knowledge source. To some extent, your outline will parallel any table of contents that exists; however you should also add some notes to yourself as to other important material found in the chapter or section. It is also helpful to mark any overlapping material that exists (i.e., where the same specific topic is addressed in two or more places within the same or different sources). For an open-book test, you do not need to spend time memorizing details; however, you do need to become familiar with where the details can be found.

Similarly, reviewing the areas covered in the open-book test will help you to understand and organize the material better. Your review should also cover your outline of how the material is organized, and where certain topics can be found.

The most important danger to guard against in an open-book test is the assumption that, because the material is covered in an open-book format, it does not need to be studied. **This is an extremely dangerous assumption.** Do not think that you will be able to locate and comprehend information needed to answer questions on the open book test without prior study. While you may be able to answer a few questions in this manner, in general, it will be too time-consuming. You will not be able to complete the open-book test if you depend on first determining where information is located on the day of the test. Moreover, if you have the material practically memorized, and at the "tips of your fingers," you will be able to complete questions more quickly, and have more time to handle difficult questions and check your work.

## **II. General Multiple-Choice Test-Taking Strategies:**

The purpose of the multiple-choice Written Technical Knowledge Test is to assess your knowledge of the information contained in the reference sources included on the reading list. At times, factors other than your knowledge of the tested material can influence your performance. The following suggestions should help you to reduce these extraneous influences and do your best on the multiple-choice Written Technical Knowledge Test:

### **Make sure you understand the test format and requirements.**

Read, and/or listen to, all of the directions carefully.

Make sure you know how to correctly mark the answer sheet.

Make sure you know how much time you have to complete each portion of the Written Technical Knowledge Test (i.e., closed-book, open-book). As you take each test, check your watch periodically so that you can keep track of the amount of time remaining in the testing period.

### **Make sure you understand the question.**

Read each question carefully.

Try to answer the question before you look at the choices. If you know the answer, compare it to the available choices and pick the closest alternative. A thorough knowledge of the tested material will allow you to answer the questions without looking at the answer choices.

You will be allowed to write in your test booklet so you should mark the test questions and/or scenarios in a way that makes them read more easily.

Use slash marks to break down sentences into small segments. This will make you more attentive to each separate idea in a long sentence.

Circle key words that tell what a sentence or passage is all about. If you skip the question and come back to it later, your markings can make it easier to remember what the question was about, without reading the full question or passage again.

Find and underline words which "harden" or "soften" statements.

Words such as all, never, none and every harden a sentence by indicating there are no exceptions. As a rule, alternatives with these words have less chance of being correct.

Words such as sometimes, may, generally and possibly soften a statement and leave more room for the alternative to be correct.

AND means that one element of the alternative must be present or true in addition to another element for the alternative to be correct.

OR means there is a choice of situations. Only one of the elements of the alternative must be present or true for it to be a correct alternative.

**Proceed through the questions strategically.**

Answer questions that you perceive as easy first.

When you go through each question on the test, answer the questions you feel are easier first and leave the ones you feel are more difficult until you've answered all of the questions that you are sure of. This will prevent you from spending too much time on any one question and ensure that you have the time to respond to, and receive credit for, every question that you can answer correctly. If you are unsure of an answer, there are two strategies you can use. You can leave the question blank. Make sure to mark the question as one you should return to and skip the question on the answer sheet. A second strategy is to go with the first answer that comes to mind. Mark this question and return to it later. Don't be afraid to change this answer if, when you return to it, you realize you have misunderstood the question. If, after returning and thinking about the question in more depth, you are still unsure of the answer, stay with your first answer.

Tackle difficult questions methodically.

Don't get bogged down if there is a word or sentence you do not understand. You may get the main idea without knowing the individual word or the individual sentence.

Use the process of elimination.

If you don't know the answer to a question, first eliminate those choices which are clearly wrong. Then, put a mark next to each remaining choice in your test booklet to indicate what you think about it (e.g., bad, good, or possible). This will save you time by reducing the number of answers you have to reread and re-evaluate before making your final choice.

Take a mental break when needed.

If you feel that your ability to concentrate is decreasing at points during the test, take a brief mental break. Put down your pencil and take a minute to clear your mind and relax. If you are permitted to get a drink of water, do so. Of course, you must keep in mind the time limit for the test but a brief mental break may well be worth the time it takes.

Answer every question.

You will not lose any more credit for an incorrect response than you will for no response, so even if you must guess, respond to every question. If the test period is about to end and you believe there will be a substantial number of questions (e.g., more than 5 or 10) that you will not be able to complete, reserve some time (e.g., 60 seconds) toward the very end of the test period to respond to these questions, even if you must guess. While your guesses may not be correct, the alternative is to leave these questions blank and be assured of getting them wrong.

**Use extra time wisely.**

If you finish the test before time is called, go back and review your responses. Make any changes that are necessary. Also make sure that you have placed your answers on the answer sheet correctly.

Remember, Test Monitors will be available to help every candidate. If you have any questions, ask for assistance before the test begins.

### **III. Error Analysis:**

There are several possible reasons for choosing an incorrect response to a question. Six of these reasons are presented below along with suggestions for avoiding such errors. Consider past tests that you have taken and identify the errors (from among the six provided here) that tend to characterize your test-taking behavior. Once you have identified the reasons for your errors, you can take steps to avoid repeating such errors when answering questions on this and future tests.

#### ***Reasons for Choosing Incorrect Answers***

##### ***Marking the wrong space on the answer sheet.***

Since there are a limited number of questions on each test, careless errors such as these are costly. Check yourself as you mark each answer choice on the answer sheet to ensure you are marking the answer you have chosen. As an additional check, after you complete the test, go back over every question and answer again.

##### ***Misreading a question or answer by overlooking a key word or phrase.***

The solution to this problem is UNDERLINING. Underlining makes key words and phrases stand out when choosing an answer. Once you have underlined the key words and phrases, check the details of the possible answers with the details you underlined, one-by-one. If every detail doesn't match, consider that answer suspect and try another, always keeping in mind you're looking for the best possible answer.

##### ***Not knowing the meaning of one or more key terms.***

This could be a problem in PREPARATION and/or VOCABULARY. In your study materials, underline key terms and make sure you know what they mean. If an unfamiliar term is a technical term, it most likely will be defined within the relevant document. If an unfamiliar term is not a technical term, go to a dictionary and look it up. It is a good idea to build your own glossary of terms and learn their meanings.

When taking the examinations, if you have difficulty with a term, reread the sentence to determine its meaning without worrying about the meaning of a particular word. Try to understand the general message of the sentence or paragraph. The meaning of the unfamiliar word should become clearer once you understand the general context within which it has been placed.

##### ***Difficulty understanding complex or difficult questions.***

Divide and conquer! Use slash marks to break up the material into small segments, then concentrate on one segment at a time. When you do go back to difficult questions, first read the possible answers before reading the question. This tells you what to concentrate on while reading the question. Concentrate on the parts of the question directly related to the possible answers even if you do not understand the entire question. You may not need to understand the entire question to find the correct answer. Also, focus on the topic sentences which are usually the first and last sentences of a question. Read the difficult questions twice. The first time, read for the general meaning and do not get bogged down by individual words or phrases you do not understand. The second time, read for more precise understanding. The first reading will provide the context so that the second reading is easier.

### ***Difficulty comparing combinations of information.***

This is a problem of re-arranging information in the correct way so that it makes sense. Underline critical pieces of information in the test question and then compare the information with the possible answers, point-by-point. Also, concentrate on eliminating wrong answers first.

### ***The alternative you chose looked correct.***

Several factors can cause you to fall for incorrect alternatives:

- a) An incorrect alternative may contain an exact phrase from the relevant material (i.e., from the test scenario or question itself or the study material).
- b) An incorrect alternative may contain a phrase or sentence that is used out of context. For example, an idea which is expressed but then rejected in the relevant material may be presented as an idea that was supported.
- c) An incorrect alternative may overstate what the relevant material has stated. For example, if the relevant material says, "Some incidents....," the incorrect alternative may say, "All incidents...."

Some strategies for avoiding the tendency to fall for incorrect alternatives include:

- a) Have an answer in mind before you look over the alternatives. This will make you less susceptible to choosing an incorrect alternative merely because it looks good.
- b) Use the method of marking each alternative in your test booklet to indicate what you think about it (e.g., bad, good, or possible) before choosing one.
- c) Stick strictly to the facts or rules of the relevant material. Don't fall for alternatives that stretch or exaggerate the facts or rules described in the relevant material. This is the time to watch out for words that harden or soften a phrase such as only, never, always, etc.
- d) Be wary of alternatives with words or phrases taken exactly from the relevant material. Don't simply assume that such alternatives are correct.
- e) Prepare a defense for your answer choice. Find something in the relevant material which will give a strong, direct defense for your choice.

## Sample Closed- and Open-Book Test Items

Some samples of test items are provided on the following pages to give you an idea of what to expect on the written, multiple-choice, Technical Knowledge Tests. **The open-book and closed-book test item examples are drawn from reference documents representing a cross-section of police departments and are NOT based on the current sources or job description of Milwaukee Police Lieutenants.** Nevertheless, these items are similar in format and content to the types of items that will appear on the upcoming MPD Lieutenant's Written Technical Knowledge Test.

### Sample Closed- and Open-Book Test Items

These sample items are designed to provide you with an idea of the basic format and content of the Written Technical Knowledge Test items. Once again, these items were drawn from documents pertaining to a variety of departments; they do not come from current sources identified on the reading list for the WPD Lieutenant test. Therefore, these items may not be consistent with the documents relevant to your particular agency. *These items will not be used on the upcoming test and are only meant to demonstrate what the actual test items will look like.*

The sample items are followed by an answer key.

#### I. Sample Closed-Book Test Items:

1. Officers may resort to the lawful use of firearms when they reasonably believe that it is necessary to:
  - A. defend themselves against physical force.
  - B. defend a third person against physical force.
  - C. prevent the escape from custody of a person attempting to escape by the use of a deadly weapon.
  - D. prevent the escape from custody of a person who has committed a felony, whether or not it involved the use of a deadly weapon.
2. As a supervisor, it is important to understand that canine teams are valuable in assisting with:
  - A. controlling crowds.
  - B. searching for narcotics.
  - C. searching for suspicious packages.
  - D. tracking suspects.
3. A person who causes another's death as a proximate result of attempting to commit a misdemeanor is guilty of:
  - A. Negligent Homicide, a misdemeanor of the first degree.
  - B. Involuntary Manslaughter, an aggravated felony of the first degree.
  - C. Involuntary Manslaughter, an aggravated felony of the third degree.
  - D. Voluntary Manslaughter, an aggravated felony of the first degree.

4. When weighing the issues of probable cause in domestic violence incidents, officers should keep in mind that:
  - A. the standards for determining probable cause in these cases are more stringent than in other criminal actions.
  - B. in the absence of contradictory evidence, the victim's willingness to sign a complaint constitutes probable cause for an arrest.
  - C. in cases of marital co-ownership, charges can be placed solely for property destruction only when damage to the victim's property exceeds 500 dollars.
  - D. in cases of mutual combat in which one cannot determine the primary aggressor, it is preferable to charge neither party than to charge both.
  
5. If after a suspect in custody has been given Miranda Warnings, the suspect elects to remain silent and does not wish to consult with an attorney, officers may:
  - A. only re-approach the suspect if the suspect initiates further communication.
  - B. re-approach the suspect after waiting a reasonable period of time and re-advising the suspect of his/her Miranda Warnings.
  - C. not initiate any further contact with the suspect.
  - D. not initiate any further contact with the suspect until the suspect has had an opportunity to confer with an attorney.
  
6. While monitoring your Department radio, you notice that one of your officers has failed to acknowledge an assignment from the Dispatcher. As the officer's supervisor, you are responsible for:
  - A. checking on the welfare of the officer and then advising the Dispatcher of the situation.
  - B. personally handling the radio assignment and then initiating disciplinary action against the officer, if appropriate.
  - C. locating the officer and conducting a preliminary check of the working condition of the officer's radio.
  - D. preparing a memorandum to the Section Commander, summarizing the assignment and reasons why the officer failed to respond.
  
7. One of your officers uses Oleoresin Capsicum (OC) spray to control a subject who is resisting arrest in a carjacking incident. Once the subject has been controlled and properly handcuffed, the most appropriate action the officer should take to help the subject recover would be to:
  - A. transport the subject to a hospital emergency room.
  - B. permit the subject to flush his or her face with water, keeping his or her eyes closed at all times.
  - C. move the subject from the place of exposure to a location where direct sunlight is available.
  - D. move the subject from the place of exposure to fresh air and out of direct sunlight.
  
8. A person is guilty of Aggravated Robbery when, in the course of committing a theft, the person:
  - A. uses force against another.
  - B. threatens the immediate use of force against another.
  - C. threatens the immediate use of force against a juvenile victim.
  - D. attempts to inflict serious physical harm on an adult victim.

## II. Sample Open-Book Test Items:

9. One of your officers fails to qualify with the Department-issued handgun. As a supervisor, it is your responsibility to:
- A. ensure that the officer is detailed to the Firearms Training Section until the officer completes the qualification course.
  - B. confiscate the officer's ID folder and badge, and place the officer on restricted duty, until the officer qualifies.
  - C. immediately forward the officer's ID folder and badge to the Material Supply Section, after placing the officer on suspension status, until the officer qualifies.
  - D. provide remedial handgun qualification training for the officer until the officer qualifies.
10. A supervisor has identified a member suspected of abusing sick leave. The first step the supervisor should take is to inform the member that he/she has established a pattern of suspected sick leave abuse and to:
- A. notify the member that a medical excuse will be required for further absences.
  - B. warn the member that formal charges will be filed if any more unexcused absences are taken.
  - C. give the member a reasonable period within which to demonstrate some improvement in attendance.
  - D. give the member a chance to explain.
11. A 16-year-old male was suspected by officers of being involved in the sale of narcotic drugs. One day, an officer stops the youth on a minor traffic violation and requests permission to search the vehicle he is operating. The youth agrees. Upon searching the vehicle, the officer finds a quantity of cocaine. Under these circumstances, the:
- A. court hearing the matter will consider the totality of the circumstances in determining the voluntariness of the youth's consent to the search.
  - B. cocaine will be inadmissible, because a youth cannot consent to such a search without a parent or guardian being present.
  - C. search was bad, because juveniles are not considered by the court to be capable of consenting to any search.
  - D. evidence seized must be deemed inadmissible unless the youth's parent or guardian gives post facto authorization for the search.
12. Individuals engaged in secondary employment must resubmit requests for authorization:
- A. only if they switch their secondary employer.
  - B. if the nature of the work with their secondary employer changes.
  - C. annually, on the date of their anniversary with their secondary employer.
  - D. every six months, according to the date of their anniversary with their secondary employer.
13. When submitted to a court, a complaint must specify in writing several conditions. One condition which must be included in the complaint is the:
- A. amount of bail.
  - B. municipality and county where the complaint was issued.
  - C. offense with which the accused is charged.
  - D. geographical limitations of the peace officers.

14. The State's Attorney will give notice of a pending non-judicial forfeiture for property seized under the Controlled Substance Act within 45 days if the property is:
- A. a drug dealer's home that does not have an assessed value greater than 50,000 dollars.
  - B. a computer used by a drug dealer to make cocaine deals via the Internet worth 5,500 dollars.
  - C. five gold bars worth 22,000 dollars.
  - D. 29,000 dollars in cash found in the trunk of a car parked at a known drug house.
15. Sergeants who are given an order which is in conflict with a previous order, rule, regulation or directive, but is otherwise proper, should:
- A. disobey the conflicting order.
  - B. obey the conflicting order without question.
  - C. respectfully inform the superior officer issuing the conflicting order before proceeding.
  - D. respectfully inform the superior officer's supervisor of the conflicting order before proceeding.
16. During a discussion of sick leave among several Members at a station, questions arise about the accumulation of sick leave and when it may be used. In addressing the Members' concerns, it is correct to state that sick leave credits for Officers may be accumulated up to a maximum total of:
- A. 260 days.
  - B. 300 days.
  - C. 260 days, of which 175 days may be used to pay for health insurance in retirement.
  - D. 300 days, of which 175 days may be used to pay for health insurance in retirement.

**III. Suggested Responses to Sample Closed- and Open-Book Test Items:**

Remember, because they are based on sources from multiple jurisdictions, the following correct responses to the example items do not necessarily reflect the MPD documents, policies and procedures.

**Sample Closed Book Test Items:**

1. C
2. D
3. C
4. B
5. B
6. A
7. D
8. D

**Sample Open Book Test Items:**

9. B
10. A
11. A
12. C
13. C
14. B
15. C
16. A

## **CONCLUSION**

This is the end of the Candidate Preparation Guide for the Written Technical Knowledge Test. We hope that this Guide gives you a better picture of what to expect in this component of the examination process (including the logistics and evaluation procedures), and provides you with some suggestions for preparation. The suggestions provided here are not exhaustive; we encourage you to engage in additional preparation strategies that you believe will enhance your chances of performing effectively on the test.

**BEST OF LUCK!**

# CITY OF MILWAUKEE

Form CA-43

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Assistant City Attorney

February 4, 1999

John R. Kalwitz, Common Council President  
Second District Alderman  
City Hall, Room 205

Re: **Duty to Bargain Merger of Police Lieutenant Classifications**

Dear Alderman Kalwitz:

You have requested an opinion regarding whether Chief of Police Arthur Jones' request to the Milwaukee Board of Fire and Police Commissioners to reclassify the positions of Lieutenant of Detectives and Lieutenant of Police to a single, combined classification of Police Lieutenant involves a matter that needs to be bargained with the union representing affected employees. In our opinion, for the reasons set forth below, a decision to so reclassify and merge the two lieutenant positions into a single position is not subject to a duty to bargain. However, because the action is likely to have an impact upon the working conditions of represented employees, we believe a duty to bargain over the impact of the decision would exist. As noted below, such impact bargaining need not necessarily be completed before implementation of the merger, assuming the merger goes forward.

## Discussion

A threshold question in analysis of the duty to bargain over a particular managerial decision is whether it implicates a mandatory, permissive, or prohibited subject of bargaining. Under the Municipal Employment Relations Act (MERA), Wis. Stat. §§ 111.70, *et. seq.*, such a decision or action need not be bargained if it is classified as either a permissive or prohibited subject of bargaining; bargaining is required only with respect to mandatory subjects of bargaining. Even if a particular matter constitutes a mandatory subject of bargaining, management need not bargain over it if the contract between the parties gives management the right to unilaterally take the action. We are unable to express an opinion on whether merging

police lieutenant classifications constitutes a mandatory or permissive subject. We believe, however, that our inability to express an opinion on this issue is not germane to the question asked by you, because: (1) we think it likely that the merger would be deemed a prohibited subject of bargaining (such classification would render questions about its permissive or mandatory nature irrelevant); and (2) we believe that under the contract between the City and the Milwaukee Police Supervisors' Association, the union plainly has waived the right to bargain over classification merger issues.

A. Mandatory, Permissive, and Prohibited Subject of Bargaining Issues.

1. Prohibited Subject Analysis.

Prohibited subjects of bargaining are those that, if implemented, would involve a violation of state or federal law. Beloit Education Ass'n v. WERC, 73 Wis. 43, 242 N.W.2d 231 (1976). Such subjects are exempt from any duty to bargain. Bargaining proposals that would not implicate a direct and irreconcilable conflict with the law do not qualify as prohibited subjects of bargaining. In determining whether such a conflict exists, legal tribunals attempt to harmonize, if possible, the bargaining obligations that exist under MERA with statutes that arguably conflict with such obligations, reconciling conflicts if possible. See Fortney v. West Salem School District, 108 Wis. 2d 167, 321 N.W.2d 225 (1982); Crawford County, WERC Dec. No. 20116 (1982). Muskego-Norway Schools v. WERC, 35 Wis. 2d 540, 151 N.W.2d 617 (1967). This so-called "harmonization doctrine" is difficult to apply and reasonable minds often can differ on outcome under a particular set of facts. See, e.g., City of Janesville v. Wisconsin Employment Relations Comm., 193 Wis.2d 492 (Ct.App., 1995), rev. den., 540 N.W.2d 201 (1995).

The Chief of Police is granted broad statutory powers under Wis. Stat. § 62.50(23) including, most importantly for the present discussion, responsibility "for the efficiency and general good conduct of the department under [his] control." We believe it quite unlikely that, under the harmonization doctrine, proposals either to merge or not to merge the two lieutenant classifications would be found to implicate a direct and irreconcilable conflict with this rather broad statutory language. In Fortney, supra, for example, a just cause requirement for discipline in a bargaining agreement provision was found not to conflict with broad school board powers to discharge upon a majority vote by the board as (then) set forth in Wis. Stat. § 118.22(2). Arguably even less of a conflict would appear to exist between the general powers of the Chief of Police referenced in § 62.50(23) and the present classification merger proposal. More importantly, Wis. Stat. § 111.70(9) specifically states that nothing in § 62.50 grants the Chief of Police authority that diminishes employee bargaining rights under MERA. Accordingly, it would appear that application of the harmonization doctrine is not even necessary as regards the Chief's authority.

Notwithstanding the above, we would feel comfortable defending the proposition that merging lieutenant classifications involves a direct and irreconcilable conflict with Wis. Stat. §62.50(3)(b). This statute vests the authority to adopt rules governing the selection and appointment of fire and police personnel in the Milwaukee Board of Fire and Police Commissioners, and grants the Commission express rule-making authority over position classifications (which authority the Commission has exercised). Significantly, the Commission is required under the statute to exercise its authority so as “to secure the best service to the public.” As an independent body that is not a party to the bargaining relationship between the City and the MPSO, and that is expressly required under the statute to act *only* for the good of the public, authority over position classifications would appear to be vested exclusively with the Commission; it would seem difficult to harmonize the Commission’s authority and its sole responsibility to the public as regards position classifications with collective bargaining, which takes into consideration a number of factors besides public interest. See Wis. Stat. § 111.70(4)(jm)(5) and (6) (allowing an interest arbitrator to consider factors other than simply public interest in weighing bargaining proposals between the City and the police unions). Bargaining between the City and the MPSO on the decision to merge lieutenant classifications therefore would seem to involve an impermissible encroachment upon matters vested exclusively with the Commission—in direct conflict with the Commission’s statutory authority.<sup>1</sup>

Certain provisions in the collective bargaining agreement between the City and the MPSO reinforce the above conclusion. Most notably, section 1 of Article 4 provides that if any provisions in the agreement or an application of the agreement conflict with the legislative authority delegated, *inter alia*, to the Fire and Police Commission, “then this agreement shall be subordinate to such authority.” This provision would appear to evidence a recognition and acceptance of the Fire and Police Commission’s exclusive right to unilaterally exercise its statutorily reserved authority without impediment.

We do not believe certain other provisions in the bargaining agreement that allude to the Fire and Police Commission abiding by or otherwise respecting the agreement alter the above conclusions. These include: a provision in paragraph 4 of the Preamble stating, *inter alia*, that the Fire and Police Commission “will abide by the terms of the Agreement”; language in paragraph 5 of, the Preamble that states it is intended by the provisions of the agreement “that there should be no abrogation of the duties, obligations, or responsibilities of any agency . . . of City government which is now expressly provided for respectively either by: state statute and charter ordinance of the City of Milwaukee except as expressly limited herein”; and language in Article 5, § 2.a, stating the “MPSO recognizes the right of the . . . Board of Fire and Police Commissioners . . . to operate and manage [Commission] affairs in all respects,” and that the “MPSO recognizes the exclusive right of the Board of Fire and Police Commissioners . . . to establish and maintain department rules and procedures for the administration of the police department during the term of this Agreement, provided that such rules and procedures do not

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<sup>1</sup> A consequence of the Commission’s authority is that merger of lieutenant classifications ultimately would require the approval of the Fire and Police Commission.

violate any of the specific provisions of this Agreement." (Emphasis added.) First, as is apparent from the discussion of prohibited subjects of bargaining, above, the City, the MPSO, and the contract between them, cannot divest the Commission of powers or authority statutorily vested to its exclusive control, and cannot permissibly attempt to regulate department matters that are exclusively reserved to the Commission's authority. Second, the Commission could not be bound by any agreements between the City and MPSO that implicate matters within its exclusive jurisdiction (as determined by applying the harmonization doctrine). And third, in any event, as discussed in sections B and C, below, nothing in the agreement appears to mandate bargaining over a decision to merge classifications (the agreement, in fact, strongly indicates the opposite). We believe assertions in the agreement that the Commission will respect or abide by the agreement reflect the simple fact that just as the Commission has final, sole authority over some matters affecting the police department (such matters are prohibited subjects of bargaining), so, too, do the parties have rights over other matters under MERA (generally—the right to bargain, if the City agrees, over permissive subjects, and the duty to bargain over mandatory subjects). To the extent the City or MPSO agree upon matters that are properly within the scope of their bargaining rights (i.e., that do not impermissibly impinge upon the Commission's authority by implicating a direct and irreconcilable conflict with the statutes that grant this authority), we believe the Commission is bound to respect and defer to the parties' agreements—as presently stated in the bargaining agreement. It seems clear to us from the strong references to and affirmations of the Commission's authority in the above provisions (and in the provision discussed in the preceding paragraph) that the parties are not attempting to somehow curtail or restrict the Commission's legal authority.

## 2. Mandatory/Permissive Subject Analysis.

The distinction between mandatory and permissive subjects of bargaining, i.e., between those decisions or actions that must be bargained and those that can be bargained only if both parties agree to bargaining, involves application of a balancing test described in Unified School District No. 1 of Racine County v. WERC, 81 Wis. 2d 89, 102, 259 N.W.2d 724 (1977):

The question is whether a particular decision is primarily related to the wages, hours and conditions of employment of the employees, or whether it is primarily related to the formulation or management of public policy. Where the governmental or policy dimensions of a decision predominate, the matter is properly reserved to decision by the representatives of the people.

The analysis required under the above test is necessarily imprecise given the inherent difficulty of "weighing" abstractions against one another. Merger of the two lieutenant positions unquestionably has an impact upon the conditions of employment of employees currently in the two lieutenant classifications, and potentially also upon their wages and hours; the merger therefore plainly relates to and implicates primary employee interests—the first aspect of the test. A thorough understanding and analysis of the public policy dimensions of the contemplated

merger—the second aspect of the test—is required in order to assess whether this aspect of the merger “predominates” and, therefore, removes it from the class of matters that are subject to a duty to bargain. If a sufficiently persuasive rationale, e.g., one that strongly implicates public safety, underlies the merger, it is conceivable the merger could be deemed a permissive subject despite the fact that it plainly has an effect upon employee conditions of employment (and potentially wages and hours). Cf. Racine Unified School Dist., WERC Dec. No. 27972-C (although year-round school implicates employee wages, hours, and conditions of employment, the public policy dimensions of the action, which involve educational policy and the improvement of education, predominate, thereby rendering the issue a permissive rather than mandatory subject of bargaining). Absent significantly more information on the rationale for merging the current lieutenant classifications than we presently possess, we are unable to express an opinion upon whether the merger of the two classifications primarily relates to wages, hours, and (most notably) conditions of employment, or primarily to the formulation or management of public policy.

#### B. Bargaining Agreement Issues.

Even if merger of the two lieutenant classifications somehow was deemed to constitute a mandatory subject of bargaining (i.e., if this was held not to constitute a prohibited or permissive subject), no duty to bargain the decision would exist if the bargaining agreement between the City and the Milwaukee Police Supervisors’ Organization (MPSO) authorizes the City to take such action. Where such authority exists, a union is deemed to have waived any right to bargain over the decision. Sheboygan County, WERC Dec. No. 27692-A (Burns 1994); City of Wisconsin Rapids, WERC Dec. No. 27466-A (Shaw, 1993). The 1997-1998 collective bargaining agreement between the City and the MPSO contains two provisions that rather unequivocally appear to authorize managerial actions such as the contemplated merger of the two lieutenant positions without prior bargaining over the decision. Although this contract has expired, the relevant provisions of the contract noted in the discussion below remain in effect (under the so-called “status quo” doctrine, most contractual provisions remain binding upon the parties after expiration of a particular contract until a new contract becomes effective). See, e.g., Greenfield School Dist., WERC Dec. No. 14026-B (1977).

Article 5, § 2.j in the “Management Rights” section of the bargaining agreement between the City and the MPSO states, “Specifically, and without limitation by enumeration, the City shall have the following unrestricted rights: . . . j. The City shall have the authority, without prior negotiations, to consolidate operations within the Department or to reorganize within the Department.” Under this language, the union would appear to have waived any right to bargain over a decision that involves either consolidation of operations within the Milwaukee Police Department or reorganization within the Department. Merging the two separate lieutenant classifications into a single unified classification appears to fall squarely within the language of this provision, involving both the “consolidation” of two previously discreet and organizationally separate functions and an intra-Departmental “reorganization” by which these traditionally

separate functions would no longer be separate. Given this, it appears quite likely that the union would be deemed to have waived any right to bargain over a decision such as the contemplated merger; differently stated, the City has reserved the right to take such actions unilaterally (subject, as noted in footnote 1, above, to Fire and Police Commission approval).

Other language in the contract between the City and the MPSO suggests even more strongly that the decision to merge the two classifications need not be bargained. Article 8 of the contract, a definitional section, defines the various job "classifications" within the MPSO and lists Lieutenant of Detectives and Lieutenant of Police as two separate "classifications." Article 2 of the contract also lists these two positions as "classifications." Article 9 shows the compensation rates for the different classifications (Lieutenants of Detectives and Lieutenants of Police are paid identically), then states, significantly, in § 7, "The City reserves the right to make classification changes, but said changes shall not operate to reduce the salary of current incumbents." Consistent with the management rights provision (Article 5, § 2.j) noted above, this language appears unequivocally to allow the City (which term is defined to include "any person, agent or instrumentality acting on behalf of the City with respect to the Milwaukee Police Department . . .") to modify, eliminate, merge, or otherwise "change" any of the job classifications within the MPSO—as long as the affected employees (current incumbents) experience no reduction in their salaries. Accordingly, the Chief of Police's present right to merge the two separate lieutenant classifications into a new classification without bargaining the decision seems rather clearly established, as long as no current lieutenant suffers a reduction in pay as a consequence of the change (again, as noted in footnote 1, subject to Fire and Police Commission approval).

### C. Miscellaneous Issues.

A letter from Jerald Filut, President of the MPSO, to Joseph Czarnecki, Executive Director of the Board of Fire and Police Commissioners, was included with your opinion letter request; you asked us to comment on points raised in it. Mr. Filut notes several reasons why he believes the two mergers would be inadvisable. Whether the merger is a good or bad idea implicates questions of policy that are not relevant to the legal question addressed here (whether a bargaining obligation exists) and cannot be addressed by our office.

Mr. Filut also notes certain impacts of the merger upon current seniority, including potential problems in applying Article 44 of the contract between the City and MPSO. Article 44 states, in relevant part, "Employees shall be assigned to day duty according to seniority in their respective ranks and positions." We do not believe Article 44 precludes merger of the two lieutenant classifications or that Article 44 is somehow inconsistent with merger of the two classifications. If the two classifications are merged, as seems permissible under both § 2.j of Article 5 ("Management Rights") and Article 9, § 7 (the reclassification clause), a new "rank and position" would be created to which the seniority principles set forth in Article 44 presumably

would apply. The particulars surrounding application of this Article to the merger also could constitute a subject of impact bargaining by the parties (see section D, below).

Another point raised by Mr. Filut is that merger of the two lieutenant positions would contravene Article 2 of the contract. John Fuchs, attorney for the MPSO, raised this same point in a letter to you that you also enclosed for comment with your request for the present opinion. Article 2 of the contract (the "recognition" clause) indicates, in relevant part, that the MPSO is the exclusive bargaining agent for employees in various classifications and includes Lieutenant of Police and Lieutenant of Detectives in a list of these classifications. We do not believe a reference to these two classifications in the recognition clause implies any inability to merge the two classifications. Mere reference to specific positions or classifications in a contract provision such as this generally is not sufficient to connote mutual agreement that such positions or classifications must be maintained. See, e.g., Kenosha County, WERC Case No. 52559 (Gratz, 1996). Where, as here, rather unambiguous contract language such as that found in Article 5, § 2.j, or in Article 9, § 7, plainly appears to authorize actions such as the contemplated merger, the likelihood that a mere listing of classifications in a recognition clause would be construed to preclude such action seems to us very remote.

#### D. Impact Bargaining Issues.

Other concerns raised by Mr. Filut in the letter discussed in section C, above (e.g., how the merger affects bid ladders, seniority lists, and the examinations for lieutenant positions), in our opinion, also are not relevant to the issue of whether bargaining is required over a decision to merge lieutenant classifications. Such concerns are relevant to your inquiry, however, to a limited extent. As noted, we do not believe the decision to merge lieutenant classifications is subject to a duty to bargain; this conclusion, however, does not imply that no bargaining duty whatsoever could arise from the action. Even in situations involving implementation of a purely permissive subject of bargaining, a duty still exists under MERA to bargain over the "impact" of the decision upon wages, hours, and conditions of employment to the extent any such impact exists and to the extent nothing in the parties' relationship or law implies waiver of this duty. Most, but not all,<sup>2</sup> of these other concerns noted by Mr. Filut are matters that normally would be deemed impact bargaining items only.

Impact bargaining involves a duty to bargain in good faith to impasse, after which the employer can implement its final offer (if any); such bargaining need not necessarily be

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<sup>2</sup> Promotional examinations constitute a permissive subject of bargaining; as such, they are exempt from any type of bargaining absent employer consent to the contrary. See The City of Milwaukee, WERC Dec. No. 27997 (WERC, 1994) (the right to determine job qualifications is vested exclusively with the employer). In addition, however, under Wis. Stat. §62.50(3)(b) the authority to develop and administer such examinations is vested exclusively with the Fire and Police Commission, which is to exercise its authority under Wis. Stat. § 62.50(3)(b) for the good of the public; accordingly, in light of discussion in subsection A.1, above, examinations and examination content (normally deemed permissive subjects of bargaining) could constitute a prohibited subject of bargaining in the present context.

commenced or completed before a particular decision is implemented, although unnecessary delay by an employer in advising a union of a decision or in impact bargaining itself (e.g., by not responding to union proposals) can suggest bad faith bargaining or even a refusal to bargain by the employer. See generally, Racine Unified School Dist., WERC Dec. No. 27972-B (Crowley, 1994); Hartford Jt. School Dist. No. 1, WERC Dec. No. 27411-A (Jones, 1993); Bradley Gerhring and Outagamie County, WERC Dec. No. 27341-A (Crowley, 1993); Milwaukee Board of School Directors, WERC Dec. No. 20093-A (WERC, 1983); Racine Unified School Dist., WERC Dec. No. 18810-A (Shaw, 1982). Although an employer is free to make proposals and counterproposals in impact bargaining, the union representing affected employees bears the burden of initiating the impact bargaining process after learning of a particular decision; if a union fails to make specific, timely proposals, it can be found to have waived its right to bargain impact. Sheboygan County, WERC Dec. No. 27692-A (Burns, 1994); Hartford Jt. School Dist. No. 1, *supra*; Racine Unified School Dist., *supra*; City of Monona, WERC Dec. No. 28405-A (Jones, 1996); Racine Unified School Dist. No. 1, *supra*.

To conclude, while the decision to merge the lieutenant classifications does not in our opinion need to be bargained, we believe certain impacts of such a merger upon employee wages, hours, and conditions of employment would be subject to such a duty.

If you have any additional questions or would like elaboration upon any of the foregoing, please do not hesitate to contact us.

Sincerely,



GRANT F. LANGLEY  
City Attorney



DONALD L. SCHRIEFER  
Assistant City Attorney

Cc: Milwaukee Chief of Police Arthur Jones  
Jeffrey Hansen, Director of Employee Relations, City of Milwaukee

**Promotional Examination Announcement Bulletin  
DETECTIVE**

**DRAFT**

**REQUIREMENTS**

**Applicants must have served continuously as a sworn member of the Milwaukee Police Department for at least four years immediately preceding September 27, 2018 (i.e. date of written test).**

Continuous service includes:

- Time spent on military leave or duty disability will count toward the actual years of service requirement.
- Police Officers who have had leaves of absence related to physical disabilities, including maternity leave, sick leave, or education leave or leaves which qualify under the Family and Medical Leave Act.
- A break in service of 30 cumulative days or less for other non-disciplinary reasons.
- A break in service of 5 cumulative days or less for disciplinary reasons will be considered to have continuous service but must have the required years of actual service.

**DUTIES**

- Conduct crime scene investigations.
- Collect and preserve physical evidence.
- Plan and conduct case management activities.
- Interview witnesses and victims.
- Surveil, apprehend and interrogate suspects.
- Collaborate and communicate with other department personnel.
- Obtain warrants and assist the District Attorney.
- Prepare and maintain departmental forms, reports and personal records.
- Perform general law enforcement activities.
- Keep up-to-date and read police-related materials.
- Perform other related duties and responsibilities.

**OTHER QUALIFICATIONS**

The position of Detective requires the following knowledge, skills, abilities and personal characteristics for successful performance of duties, which will be evaluated in the selection process:

- Knowledge of criminal investigation procedures, interviewing and interrogating techniques, laws and statutes, and rules and procedures.
- Oral and written expression, oral and written comprehension.
- Analytical and interpersonal skills.
- Judgment and decision making.
- Planning and organizing.
- Managing resources and directing and coordinating.
- Initiative and the ability to perform effectively under stress.
- Skill and knowledge to abide by and enforce the Department's Code of Conduct.

**APPLICATIONS**

Applications are available online only at [www.jobaps.com/Mil/jobs/FPC](http://www.jobaps.com/Mil/jobs/FPC). Applications must be submitted by Friday, August 17, 2018. The Commission is not responsible for applications not received by the deadline.

**EXAMINATION**

The examination will consist of the following components:

Written Test	25%
Oral Exam	35%
Career Review	35%
Seniority	5%
	100%

The Written Technical Knowledge Test is tentatively scheduled for **Thursday, September 27, 2018**. Qualified candidates who have submitted an application will receive an email notification with additional information regarding the written test.

Applicants must pass the Written Technical Knowledge Test in order to proceed to the Oral Board Examination and Career Review Board. Those applicants will be notified at a later date of the date, time, place, and nature of the remaining test components. The eligible list resulting from this examination will remain in effect for two years from the date of adoption, unless exhausted, extended, or rescinded by the Board. Promotion is contingent upon passing a drug screen.

A Reading List and Preparation Guide containing information regarding the Written Test will be made available to applicants for promotion to Detective. Both the reading list and preparation guide will be available on the MPD HR Division SharePoint.

**Promotional Examination Announcement Bulletin**  
**DETECTIVE**

*If you will be unavailable for one or more portions of the examination due to military service or training, you must provide written notification to the Fire and Police Commission prior to the examination. Please contact Jeff Harvey at (414)286-5460, [jharvey@milwaukee.gov](mailto:jharvey@milwaukee.gov), or in person at City Hall Room 706.*

**NOTE: Promotion Eligibility to Police Lieutenant**

The labor contract agreement between the City of Milwaukee and the Milwaukee Police Association Local #21 effective January 1, 2010 through December 31, 2012 and continuing in effect until otherwise revised includes Appendix L, Memorandum of Understanding which states in pertinent part:

1. *An employee occupying the classification of detective on the execution date of the 2010-2012 Agreement between the City and the Union shall be eligible for consideration for promotion to the rank of police lieutenant if the employee otherwise meets the minimum eligibility criteria for consideration for promotion to the rank of police lieutenant as established by the City's Fire and Police Commission. A list of identified employees shall be attached to the Memorandum.*
2. *No employee identified herein shall be precluded from the promotional testing process to the rank of police lieutenant based solely on a lack of experience as a sergeant.*

Applicants for Detective who are not on the list of identified employees in the Appendix L Memorandum of Understanding may not be eligible to participate in future promotional processes for the position of Police Lieutenant. Eligibility to participate in an examination is established by the Board when the Promotional Examination Announcement Bulletin is approved.

**GENERAL ORDER**

Rev. 09/13/99

**ORGANIZATIONAL STRUCTURE**

This order outlines the organizational structure of the San Francisco Police Department, including rank hierarchy and reporting responsibilities.

**POLICY**

**A. POLICE COMMISSION.** The Police Commission, pursuant to Charter Section 4.109, is composed of five members appointed by the Mayor. The Commission has the authority to organize, reorganize, manage and set policy for the Police Department. The Police Commission adopts rules and regulations to govern the Department, approves the annual Department budget, and performs other functions as required by law.

**B. ORDER OF RANK**

- |                 |                     |
|-----------------|---------------------|
| Chief of Police | Lieutenant          |
| Assistant Chief | Sergeant            |
| Deputy Chief    | Inspector           |
| Commander       | Assistant Inspector |
| Captain         | Police Officer      |

**C. ORGANIZATION**

**1. CHIEF OF POLICE.** The following organizational units shall report directly to the Chief of Police:

- Assistant Chief
- Deputy Chief, Administration Bureau
- Deputy Chief, Airport Bureau
- Deputy Chief, Inspectors Bureau
- Deputy Chief, Field Operations Bureau

**2. ASSISTANT CHIEF.** The following organizational units shall report directly to the Assistant Chief:

- Public Affairs Office
- Risk Management Office

**GO 1.01**  
**ev. 09/13/99**

3. **ADMINISTRATION BUREAU.** The following organizational units shall report directly to the Deputy Chief of the Administration Bureau:

Communications Division	Fiscal Division
Planning Division	Staff Services Division
Support Services Division	Training & Education Division
Behavioral Science Unit	Property Control Unit
Consent Decree Division	Field Training Program

4. **AIRPORT BUREAU.** The following organizational units shall report directly to the Commander of the Airport Bureau:

Administrative Services  
Patrol Division  
Special Services

5. **INSPECTORS BUREAU.** The following organizational units shall report to the Deputy Chief of the Inspectors Bureau:

General Investigations Division	Major Investigations Division
Narcotics / Vice Division	Juvenile and Family Services Division
Forensic Services Division	

6. **FIELD OPERATIONS BUREAU.** The following organizational units shall report directly to the Deputy Chief of Field Operations Bureau:

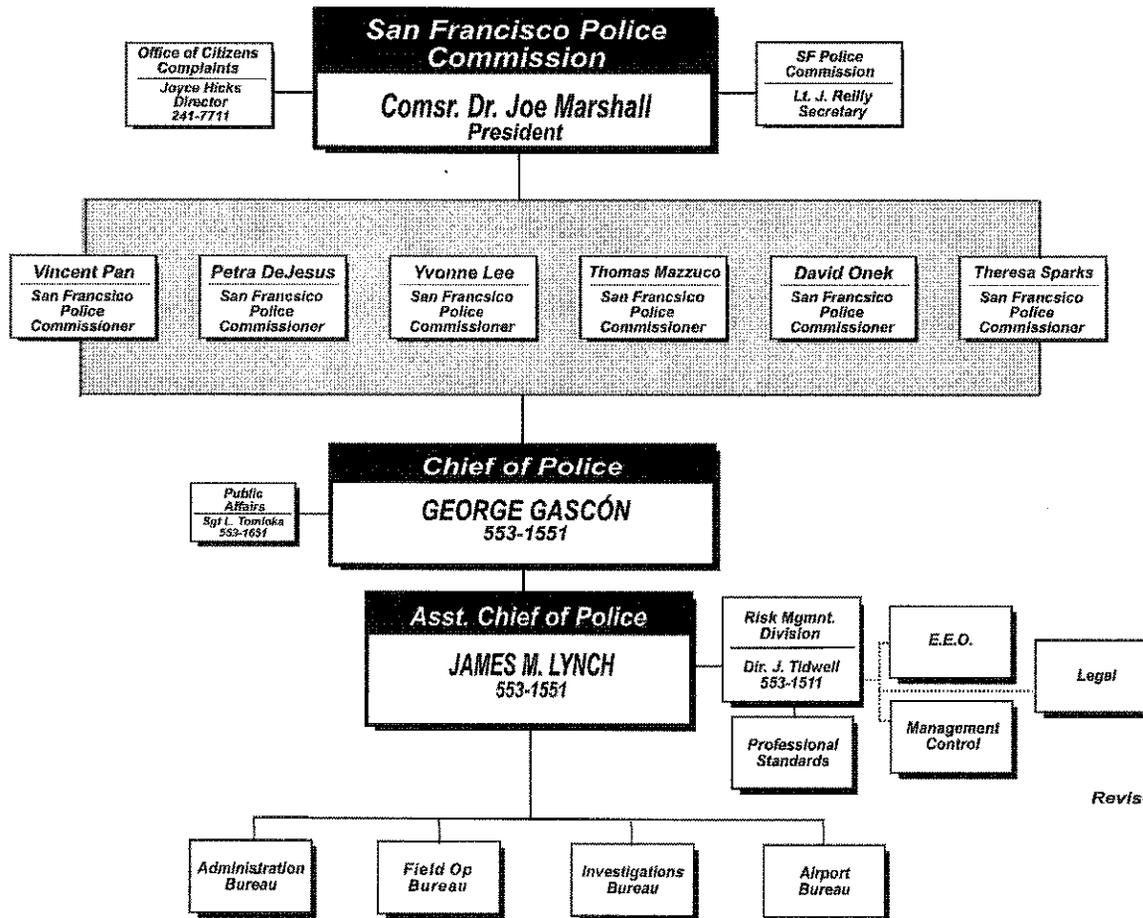
Patrol Division                      Special Operations Division                      SEMPU

- a. The following commands report to the Commander of the Patrol Division:

Central Station	Southern Station	Potrero Station
Mission Station	Northern Station	Park Station
Richmond Station	Ingleside Station	Taraval Station
Tenderloin Task Force	Night Captains	Treasure Island/Marine

- b. The following commands and units report to the Commander of the Special Operations Division:

Traffic Company	Crime Prevention Company
Muni Transit Company	Air Support Unit
Fugitive Recovery Enforcement Team (FRET)	



Revised: 28 April 2008:Hul



SF Police Department  
Organizational Chart

For complete breakdown, please see  
Organizational Charts per Bureaus.

# **MILWAUKEE POLICE DEPARTMENT**

**Detective**

**Candidate Preparation Guide for the  
Written Technical Knowledge Test**

**Prepared By:**



**EB Jacobs, LLC**

**May 2015**

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# INTRODUCTION

To qualify for the rank of Detective, candidates will participate in an assessment process consisting of three test components and seniority points. Each component of the process will be weighted as follows:

Test Component	Detective Test Weights
<b>Component 1:</b> Written Technical Knowledge Test	25%
<b>Component 2:</b> Oral Board Examination	35%
<b>Component 3:</b> Career Review Board	35%
<b>Seniority Points</b>	5%

This process is based on information obtained from a job analysis of the position of Milwaukee Police Detective. The job analysis provided descriptions of the duties performed by incumbent detectives and identified the knowledge, skills, and competencies (abilities and personal characteristics) required to perform these duties effectively. The assessment process is intended to assess the required knowledge, abilities, and competencies in the context of important duties and tasks, as well as relevant career experiences.

This guide is being distributed to assist candidates in preparing for the Written Technical Knowledge Test. **(More detailed information about the Oral Board Examination and Career Review Board will be provided at a later date.)** We are providing this information in recognition that a considerable amount of the concern associated with participation in examinations is related to the novelty of the procedures that candidates encounter. Accordingly, this Guide provides information about the Written Technical Knowledge Test component in terms of the:

- content,
- administrative logistics,
- evaluation methods, and
- sample questions and answers.

From the information presented in this guide, candidates should be able to get a good feel for the Written Technical Knowledge Test, including the test procedures, the types of questions they will encounter, and suggested preparation strategies.

We encourage candidates to review this guide carefully and to take advantage of any and all opportunities to prepare for the test.

**GOOD LUCK!**

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**NOTE:** In this Guide, an effort has been made to provide as much information as is available at this time about the intended format, content, logistics, and evaluation of the Written Technical Knowledge Test. However, it is possible that minor alterations may be made in the testing procedures between the time this Guide is distributed and the administration of the test. We will work with the Milwaukee Fire and Police Commission to provide you with any updates that may be required.

# DESCRIPTION OF THE WRITTEN TECHNICAL KNOWLEDGE TEST

## I. Date, Time, and Location:

The Written Technical Knowledge (TK) Test will be administered on **Tuesday, August, 11 2015** at **9:00 a.m.** in **Room 182** of the **Safety Academy**. Candidates should arrive at the test site no later than 8:30 a.m. so that the instructions can begin promptly at 9:00 a.m. A schedule is presented below to give you an idea of the timing for the day of the Written Technical Knowledge Test. Some of the times presented below are approximate so the “time of day” designations presented may vary slightly from those that actually occur on the day of the test.

CANDIDATE SCHEDULE		
ACTIVITY	AMOUNT OF TIME	TIME OF DAY
Check-In and Seat Candidates	Approximately 30 minutes	8:30 a.m. to 9:00 a.m.
Instruction Period	Approximately 30 minutes	9:00 a.m. to 9:30 a.m.
All Closed-Book Test	3 hours	9:30 a.m. to 12:30 p.m.
Short Break	Approximately 10 Minutes	12:30 p.m. to 12:40 p.m.
Appeals	30 minutes	12:40 p.m. to 1:10 p.m.

NOTE: We encourage candidates to bring a beverage and snack to the test site as there will be no break for lunch in between any of the activities listed above.

## II. Content:

The Written Technical Knowledge Test will be an ALL closed-book test and will consist of 100 traditional, multiple-choice items with four response alternatives each. These items will be designed to assess candidates' understanding of job-related technical knowledge that the job analysis indicated must be memorized so no reference materials will be available for use during this test. Items on this test will be drawn ONLY from reference materials identified on the reading list. Candidates will be given 3 hours to take this test.

### III. Administrative Logistics:

The Written Technical Knowledge Test will be preceded by a set of instructions. Candidates are advised to arrive at the test site at least 30 minutes prior to the instruction period to ensure that all necessary administrative procedures can be conducted prior to the scheduled start time.

A few reminders about the reading list and reference sources are presented below:

1. Candidates WILL NOT be permitted to use any reference sources or documents of any kind during the Detective Written Technical Knowledge Test. If it is determined that any document(s) is needed to take the Detective Written Test, the document(s) will be provided at the test site.
2. Candidates will only be responsible for information contained within sections of documents included on the reading list. Any other documents that are referenced within sources appearing on the reading list, but are not actually listed on the reading list themselves, will not be tested.
3. **No electronic equipment will be allowed at the test site, including pagers, cellphones, tablets, laptops, etc.** In other words, any device with an on/off switch will NOT be permitted at the test site.
4. Candidates will be responsible for all revisions made to the MPD's internal reference sources up until June 3, 2015. Candidates will NOT be responsible for revisions that occur after June 3, 2015.

### IV. Appeals Process:

The following appeals process will be used for the Written Technical Knowledge Test. Additional instructions and any modifications to the instructions below will be announced at the test site prior to the start of the Written Technical Knowledge Test.

**Appeals may ONLY be completed at the test site immediately following the administration of the Written Technical Knowledge Test. Specifically, the testing time will be a total of approximately three hours. Immediately following the conclusion of the test, there will be an additional 30 minutes for completion of written appeals to test items. Once this timed 30-minute appeal period has elapsed, no additional appeals will be accepted.**

Candidates will be required to fill out a separate form for EACH item they wish to appeal. For each appeal (and appeal form), candidates will be required to provide their name, ID number, the number of the test item they are appealing, the answer(s) they believe should be keyed as correct, the rationale to support their appeal, and any reference citation within the applicable knowledge source that supports their appeal. Candidates should be as detailed as possible in their appeals to ensure full consideration is given.

### V. Evaluation:

All items on the closed-book test will be worth one point each so your raw score on the Written Technical Knowledge Test will be the number of questions you answer correctly on the closed-book test. For example, if a Detective candidate answers 82 out of 100 closed-book items correctly, the candidate's Written Technical Knowledge Test raw score will be 82 (out of a possible total of 100).

# Preparation Strategies for the Written Technical Knowledge Test

Written technical knowledge (multiple-choice) tests are designed to test your knowledge of a particular subject area. You can improve your performance on written technical knowledge tests in three different ways. The first and most obvious way is to know and understand all of the relevant material that will be covered on the test. The second is to know and understand the test situation so that you can avoid making mistakes caused by a failure to understand the meaning of the test questions, the test format, or the test procedures. Finally, you can try to gain an understanding of your own test-taking behavior. If you become aware of the kinds of errors you commit on multiple-choice tests, you can try to avoid them in the future.

This portion of the guide provides suggestions for improving your performance in each of these areas:

## I. **How to Study: Understanding the material covered on the test**

This section provides some strategies to assist you in preparing for the tests. A method for studying, based on well-established learning principles, is included. Many of the suggestions are directed toward enhancing your ability to recall information by requiring you to do more than simply read the material. Some suggested strategies include: (a) surveying the material to be read in order to break it down into reasonable study "chunks," (b) formulating questions to be answered after each section has been read, and (c) reciting the main points of each section.

## II. **General Multiple-Choice Test-Taking Strategies: Understanding the test situation**

This section provides some strategies that you can apply when taking the tests. These strategies are of relevance when taking any multiple-choice test. They include such suggestions as marking questions in a way that will make them easier to understand and answering easier questions first.

## III. **Error Analysis: Understanding your own test-taking behavior**

This section provides you with some information about common test-taking errors, as well as strategies for avoiding such errors. You are encouraged to identify the kinds of errors you tend to make when taking multiple-choice tests. In this way, you will be more aware of the tendency toward these errors when you actually take the tests and can determine what steps you can take to avoid these errors.

## I. How to Study:

The study strategies provided here should be helpful in preparing for multiple-choice tests. They can be applied to any reference sources.

### A. Focus Your Attention

You must focus your attention on the material you are studying if you expect to remember it. There are three things that you can do to help you focus your attention on the material you read.

1. First, since you tend to pay closer attention to things that interest you than to things that don't, you can try to make the material more meaningful or interesting. One way to do this is to apply it to yourself. Try to think of examples of the material that can be tied to your work.
2. Next, eliminate distractions from your environment. These distractions compete for your attention and affect your memory of the material that you are trying to study. It is difficult to pay attention to several things at the same time. Instead, people usually switch back and forth, paying attention first to one thing and then the other. Unfortunately, you will not remember any material that did not receive attention. This means that listening to the radio while you are studying, or studying in a noisy area, will leave gaps in your memory of the material you are trying to learn.
3. Finally, you should avoid trying to learn or memorize material when you are tired. Fatigue reduces the amount of material that you can remember. This means that it might be better to get a good night's sleep and study in the morning rather than staying up a few hours extra and sleeping late. Surely, you must have noticed how your attention wanders if you go without sleep for long periods of time.

### B. A Method for Studying: SQ3R

**SQ3R** stands for *survey, question, read, recite* and *review*. These five elements make up a set of study habits that almost guarantee success.

#### **SURVEY**

"Survey" means to find the limits or borders of an area. Survey the material you have to study to get a rough idea of the content and organization of the material before beginning in-depth study efforts.

To survey a body of information, scan it from start to finish. By skimming over the pages, you will get an idea of what is to come. In most documents, this type of survey is made much easier through the use of headings. Bold, large, or major headings introduce big or important elements; smaller headings introduce sub areas of these important elements. Other helpful overviews of the material can be found in summaries such as chapter summaries/conclusions, overviews, commentaries, statements of objectives, etc. By looking over such summaries, you can get a quick view of the important parts or pieces of the material covered.

Surveying the study material gives you an idea of how long it will take to cover the material. This will help you to break the assignment down into reasonable time blocks. Material should be read in chunks of a reasonable size. You should carve out a specific section that you will try to understand before moving on. A chunk might be all of the material under a major heading. If the material under the heading runs for many pages, you might want to reduce the material to be understood to each of the minor headings, taken one at a time.

## **QUESTION**

Most people need a reason to do things. In studying text material, a question becomes a reason. If you have some questions to begin with, the material that you are reading will take on more life and be more meaningful.

Before beginning each study session, look over the material you intend to cover. Develop some questions that you expect to be answered in the material. There are several ways to develop these questions. One way is to begin with the list of headings from the book chapter or document outline. Write a question for each major and minor heading. Developing questions can provide a reason for reading the material and can help the information become more meaningful to you.

## **READ**

For most people, reading means the same thing as studying. When they say that they have studied material, they often mean that they have read it through several times. Reading is important, but it will be done more effectively when the *survey* and *question* steps have been completed.

The most effective way to pace yourself is to decide on the number of chunks that will be read and understood in a given study session. You can use the questions you developed through the previous step as your definition of understanding. Once you can answer these questions, you can move on to the next section. A good time to take breaks is between these sections, not in the middle of them. This might be a way of rewarding yourself for successfully completing the reading of each section.

It's important to ensure that you understand the material you are reading. One way to do this is to look up the definitions of all new and unfamiliar terms. You should make a list of the words and phrases that you don't understand. If these terms are technical terms that you have not encountered before, the chances are that the answer is somewhere in the chapter or document that you are reading. Have a notebook available so that you can mark down each of these terms, leaving a space for their definition. The quicker you get to know the meaning of all the terms, the more effective your studying will be. If the term or word is not technical, but simply a large or uncommon word that you are not sure of, look it up in a dictionary. If you feel it would be helpful, record the definitions of these non-technical terms in your notebook, as well. You will find that this notebook of terms will be a big help in preparing for the closed book test. You might want to use it to keep track of all important terms, even those you understand.

Another good way to make your reading time as useful as possible is to mark or underline the text while you are reading. This will make you a more active participant in the studying process. In addition, it will help you to focus on the major ideas and keep you from getting bogged down in details. Your underlining or highlighting can also make it easier for you to review the material before the test by providing some hints and associations that will aid in later recall.

In marking or underlining the text, you should actually go through the text and underline key words and concepts that are important in understanding the material in the chunk you are reading. You might also make notes to yourself right on the text page. If you choose to use the underlining and marking method, here are a few guidelines:

- 1) Read the whole section before doing any underlining or marking.
- 2) Don't mark or underline too much. The value of the technique lies in highlighting only the most important material.
- 3) Use ink if possible so that the underlining and notes do not disappear or become unclear in the course of studying.
- 4) Use symbols as much as possible. For example, use ? as a symbol for questions you have; use \* to stand for a particularly important idea.

## ***RECITE***

Remember a time when you went to the store to buy several items? You didn't have time to write out a list, so you just repeated the items out loud several times on the way to the store. After several repetitions, you had memorized the list. If you had paid attention to what was happening, you would have realized that the act of reciting the list made the difference between remembering the list and forgetting it. This is just as true of study material as it is of shopping lists.

Recitation does not have to be performed out loud, but it should be formal. Don't just look over the information and say to yourself, "Now I know it." The point is that you should recite the information that you know. This can be done in several ways. One popular method is to close the book or document and try to repeat what you just have read, then check to see if you were correct. A second way is to answer questions about the material you have read.

It's very helpful to recite with another individual. You can ask each other questions about portions of the material, which will make you recite the material in a formal way. It's not even necessary to choose someone who is familiar with the material. The person only has to be able to recognize that what you have said is what is written in the document or in your notes.

In order to be most effective, recitation should take place quite soon after you've first learned or read the material. This is important because the greatest amount of information is lost or forgotten within a short period of time after it is first learned.

Don't try to recite too much information at once. Depending on the number of pages covered, this might be all of the information in one major heading or even one subheading. A whole book chapter or document section is usually too large a unit for recitation purposes.

## ***REVIEW***

When you have finished studying a block of material, such as a book chapter or document section, you should review or reconsider what you have learned. This can be done through reciting or through answering specific questions. The point is that you should go back over material once you think it has been learned.

The second form of review is done just before beginning a new study session. In this form of review, you are actually preparing yourself for new learning by strengthening old learning. This helps to ensure that any old learning that is needed as a basis for new learning is correct and available.

The final form of review is done before a test. This review can be done quite effectively in a group with other test takers. This cuts down on some of the drudgery of pre-test studying and also increases the meaning of much of the information. That is, while you are taking the test, you can more easily remember the information if you think back to who said what and how the review conversation went.

\*\*\*\*\*

In summary, the SQ3R method of study is based on sound learning principles and gives you a simple formula to follow:

- SURVEY*** skim the reading material and create manageable chunks to study
- QUESTION*** develop a purpose for reading by asking questions that you expect to have answered in the reading material
- READ*** read and re-read the material until you understand it thoroughly
- RECITE*** write down or talk about what you just learned to improve retention and integrate new information into your knowledge base
- REVIEW*** look over highlighted text and notes and integrate new information with old information

\*\*\*\*\*

## **II. General Multiple-Choice Test-Taking Strategies:**

The purpose of the multiple-choice Written Technical Knowledge Test is to assess your knowledge of the information contained in the reference sources included on the reading list. At times, factors other than your knowledge of the tested material can influence your performance. The following suggestions should help you to reduce these extraneous influences and do your best on the multiple-choice Written Technical Knowledge Test:

### **Make sure you understand the test format and requirements.**

Read, and/or listen to, all of the directions carefully.

Make sure you know how to correctly mark the answer sheet.

Make sure you know how much time you have to complete the Written Technical Knowledge Test. As you take the test, check your watch periodically so that you can keep track of the amount of time remaining in the testing period.

### **Make sure you understand the question.**

Read each question carefully.

Try to answer the question before you look at the choices. If you know the answer, compare it to the available choices and pick the closest alternative. A thorough knowledge of the tested material will allow you to answer the questions without looking at the answer choices.

You will be allowed to write in your test booklet so you should mark the test questions and/or scenarios in a way that makes them read more easily.

Use slash marks to break down sentences into small segments. This will make you more attentive to each separate idea in a long sentence.

Circle key words that tell what a sentence or passage is all about. If you skip the question and come back to it later, your markings can make it easier to remember what the question was about, without reading the full question or passage again.

Find and underline words which "harden" or "soften" statements.

Words such as all, never, none and every harden a sentence by indicating there are no exceptions. As a rule, alternatives with these words have less chance of being correct.

Words such as sometimes, may, generally and possibly soften a statement and leave more room for the alternative to be correct.

AND means that one element of the alternative must be present or true in addition to another element for the alternative to be correct.

OR means there is a choice of situations. Only one of the elements of the alternative must be present or true for it to be a correct alternative.

**Proceed through the questions strategically.**

Answer questions that you perceive as easy first.

When you go through each question on the test, answer the questions you feel are easier first and leave the ones you feel are more difficult until you've answered all of the questions that you are sure of. This will prevent you from spending too much time on any one question and ensure that you have the time to respond to, and receive credit for, every question that you can answer correctly. If you are unsure of an answer, there are two strategies you can use. You can leave the question blank. Make sure to mark the question as one you should return to and skip the question on the answer sheet. A second strategy is to go with the first answer that comes to mind. Mark this question and return to it later. Don't be afraid to change this answer if, when you return to it, you realize you have misunderstood the question. If, after returning and thinking about the question in more depth, you are still unsure of the answer, stay with your first answer.

Tackle difficult questions methodically.

Don't get bogged down if there is a word or sentence you do not understand. You may get the main idea without knowing the individual word or the individual sentence.

Use the process of elimination.

If you don't know the answer to a question, first eliminate those choices which are clearly wrong. Then, put a mark next to each remaining choice in your test booklet to indicate what you think about it (e.g., bad, good, or possible). This will save you time by reducing the number of answers you have to reread and re-evaluate before making your final choice.

Take a mental break when needed.

If you feel that your ability to concentrate is decreasing at points during the test, take a brief mental break. Put down your pencil and take a minute to clear your mind and relax. If you are permitted to get a drink of water, do so. Of course, you must keep in mind the time limit for the test but a brief mental break may well be worth the time it takes.

Answer every question.

You will not lose any more credit for an incorrect response than you will for no response, so even if you must guess, respond to every question. If the test period is about to end and you believe there will be a substantial number of questions (e.g., more than 5 or 10) that you will not be able to complete, reserve some time (e.g., 60 seconds) toward the very end of the test period to respond to these questions, even if you must guess. While your guesses may not be correct, the alternative is to leave these questions blank and be assured of getting them wrong.

**Use extra time wisely.**

If you finish the test before time is called, go back and review your responses. Make any changes that are necessary. Also make sure that you have placed your answers on the answer sheet correctly.

Remember, Test Monitors will be available to help every candidate. If you have any questions, ask for assistance before the test begins.

### **III. Error Analysis:**

There are several possible reasons for choosing an incorrect response to a question. Six of these reasons are presented below along with suggestions for avoiding such errors. Consider past tests that you have taken and identify the errors (from among the six provided here) that tend to characterize your test-taking behavior. Once you have identified the reasons for your errors, you can take steps to avoid repeating such errors when answering questions on this and future tests.

#### ***Reasons for Choosing Incorrect Answers***

##### ***Marking the wrong space on the answer sheet.***

Since there are a limited number of questions on each test, careless errors such as these are costly. Check yourself as you mark each answer choice on the answer sheet to ensure you are marking the answer you have chosen. As an additional check, after you complete the test, go back over every question and answer again.

##### ***Misreading a question or answer by overlooking a key word or phrase.***

The solution to this problem is UNDERLINING. Underlining makes key words and phrases stand out when choosing an answer. Once you have underlined the key words and phrases, check the details of the possible answers with the details you underlined, one-by-one. If every detail doesn't match, consider that answer suspect and try another, always keeping in mind you're looking for the best possible answer.

##### ***Not knowing the meaning of one or more key terms.***

This could be a problem in PREPARATION and/or VOCABULARY. In your study materials, underline key terms and make sure you know what they mean. If an unfamiliar term is a technical term, it most likely will be defined within the relevant document. If an unfamiliar term is not a technical term, go to a dictionary and look it up. It is a good idea to build your own glossary of terms and learn their meanings.

When taking the examinations, if you have difficulty with a term, reread the sentence to determine its meaning without worrying about the meaning of a particular word. Try to understand the general message of the sentence or paragraph. The meaning of the unfamiliar word should become clearer once you understand the general context within which it has been placed.

##### ***Difficulty understanding complex or difficult questions.***

Divide and conquer! Use slash marks to break up the material into small segments, then concentrate on one segment at a time. When you do go back to difficult questions, first read the possible answers before reading the question. This tells you what to concentrate on while reading the question. Concentrate on the parts of the question directly related to the possible answers even if you do not understand the entire question. You may not need to understand the entire question to find the correct answer. Also, focus on the topic sentences which are usually the first and last sentences of a question. Read the difficult questions twice. The first time, read for the general meaning and do not get bogged down by individual words or phrases you do not understand. The second time, read for more precise understanding. The first reading will provide the context so that the second reading is easier.

### ***Difficulty comparing combinations of information.***

This is a problem of re-arranging information in the correct way so that it makes sense. Underline critical pieces of information in the test question and then compare the information with the possible answers, point-by-point. Also, concentrate on eliminating wrong answers first.

### ***The alternative you chose looked correct.***

Several factors can cause you to fall for incorrect alternatives:

- a) An incorrect alternative may contain an exact phrase from the relevant material (i.e., from the test scenario or question itself or the study material).
- b) An incorrect alternative may contain a phrase or sentence that is used out of context. For example, an idea which is expressed but then rejected in the relevant material may be presented as an idea that was supported.
- c) An incorrect alternative may overstate what the relevant material has stated. For example, if the relevant material says, "Some incidents...", the incorrect alternative may say, "All incidents..."

Some strategies for avoiding the tendency to fall for incorrect alternatives include:

- a) Have an answer in mind before you look over the alternatives. This will make you less susceptible to choosing an incorrect alternative merely because it looks good.
- b) Use the method of marking each alternative in your test booklet to indicate what you think about it (e.g., bad, good, or possible) before choosing one.
- c) Stick strictly to the facts or rules of the relevant material. Don't fall for alternatives that stretch or exaggerate the facts or rules described in the relevant material. This is the time to watch out for words that harden or soften a phrase such as only, never, always, etc.
- d) Be wary of alternatives with words or phrases taken exactly from the relevant material. Don't simply assume that such alternatives are correct.
- e) Prepare a defense for your answer choice. Find something in the relevant material which will give a strong, direct defense for your choice.

# Sample Closed-Book Test Items

Some samples of test items are provided on the following pages to give you an idea of what to expect on the multiple-choice, Written Technical Knowledge Test. **The closed-book test item examples are drawn from reference documents representing a cross-section of police departments and are NOT based on the current sources or job description of Milwaukee Police Detectives.** Nevertheless, these items are similar in format and content to the types of items that will appear on the upcoming MPD Detective Written Technical Knowledge Test.

## Sample Closed-Book Test Items

These sample items are designed to provide you with an idea of the basic format and content of the Written Technical Knowledge Test items. Once again, these items were drawn from documents pertaining to a variety of departments; they do not come from current sources identified on the Detective Reading List. Therefore, these items may not be consistent with the documents relevant to your particular agency. *These items will not be used on the upcoming test and are only meant to demonstrate what the actual test items will look like.*

The sample items are followed by an answer key.

### I. Sample Closed-Book Test Items

1. Officers may resort to the lawful use of firearms when they reasonably believe that it is necessary to:
  - A. defend themselves against physical force.
  - B. defend a third person against physical force.
  - C. prevent the escape from custody of a person attempting to escape by the use of a deadly weapon.
  - D. prevent the escape from custody of a person who has committed a felony, whether or not it involved the use of a deadly weapon.
  
2. It is important to understand that canine teams are valuable in assisting with:
  - A. controlling crowds.
  - B. searching for narcotics.
  - C. searching for suspicious packages.
  - D. tracking suspects.
  
3. A person who causes another's death as a proximate result of attempting to commit a misdemeanor is guilty of:
  - A. Negligent Homicide, a misdemeanor of the first degree.
  - B. Involuntary Manslaughter, an aggravated felony of the first degree.
  - C. Involuntary Manslaughter, an aggravated felony of the third degree.
  - D. Voluntary Manslaughter, an aggravated felony of the first degree.

4. When weighing the issues of probable cause in domestic violence incidents, officers should keep in mind that:
  - A. the standards for determining probable cause in these cases are more stringent than in other criminal actions.
  - B. in the absence of contradictory evidence, the victim's willingness to sign a complaint constitutes probable cause for an arrest.
  - C. in cases of marital co-ownership, charges can be placed solely for property destruction only when damage to the victim's property exceeds 500 Dollars.
  - D. in cases of mutual combat in which one cannot determine the primary aggressor, it is preferable not to charge either party than to charge both.
  
5. If after a suspect in custody has been given Miranda Warnings, the suspect elects to remain silent and does not wish to consult with an attorney, officers may:
  - A. only re-approach the suspect if the suspect initiates further communication.
  - B. re-approach the suspect after waiting a reasonable period of time and re-advising the suspect of his/her Miranda Warnings.
  - C. not initiate any further contact with the suspect.
  - D. not initiate any further contact with the suspect until the suspect has had an opportunity to confer with an attorney.
  
6. An officer uses Oleoresin Capsicum (OC) spray to control a subject who is resisting arrest in a carjacking incident. Once the subject has been controlled and properly handcuffed, the most appropriate action the officer should take to help the subject recover would be to:
  - A. transport the subject to a hospital emergency room.
  - B. permit the subject to flush his or her face with water, keeping his or her eyes closed at all times.
  - C. move the subject from the place of exposure to a location where direct sunlight is available.
  - D. move the subject from the place of exposure to fresh air and out of direct sunlight.
  
7. A person is guilty of Aggravated Robbery when, in the course of committing a theft, the person:
  - A. uses force against another.
  - B. threatens the immediate use of force against another.
  - C. threatens the immediate use of force against a juvenile victim.
  - D. attempts to inflict serious physical harm on an adult victim.

## II. Suggested Responses to Sample Closed-Book Test Items

Remember, because they are based on sources from multiple jurisdictions, the following correct responses to the example items do not necessarily reflect the MPD documents, policies and procedures.

### Sample Closed Book Test Items:

1. C
2. D
3. C
4. B
5. B
6. D
7. D

## **CONCLUSION**

This is the end of the Candidate Preparation Guide for the Written Technical Knowledge Test. We hope that this Guide gives you a better picture of what to expect in this component of the examination process (including the logistics and evaluation procedures), and provides you with some suggestions for preparation. The suggestions provided here are not exhaustive; we encourage you to engage in additional preparation strategies that you believe will enhance your chances of performing effectively on the test.

**BEST OF LUCK!**

**MILWAUKEE POLICE DEPARTMENT**

**LIEUTENANT**

**Candidate Preparation Guide for the  
Oral Board Examination and Career Review Board**

**Prepared By:**



**EB Jacobs**

**April 2015**

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# INTRODUCTION

Congratulations on completing the first component of the 2015 Lieutenant Promotion Examination Process, the Lieutenant Written Technical Knowledge Test! Next, you will participate in the Oral Board Examination and Career Review Board. More detailed information regarding the final test components is presented within this Preparation Guide.

As indicated previously in the Candidate Preparation Guide for the Written Technical Knowledge Test, candidates will participate in a promotion process consisting of three test components and seniority points. Each component of the process will be weighted as follows:

Test Component	Lieutenant Test Weights
<b>Component 1:</b> Written Technical Knowledge Test (Closed and Open-Book)	25%
<b>Component 2:</b> Oral Board Examination (consists of 2 exercises)	35%
<b>Component 3:</b> Career Review Board	35%
<b>Seniority Points</b>	5%

The examinations have been designed on the basis of information obtained from a job analysis conducted with incumbent Lieutenants in the Milwaukee Police Department (MPD). The job analysis provided descriptions of the duties performed by incumbents and identified the knowledge and competencies (abilities and personal characteristics) required to perform these duties effectively. The separation of the examination into multiple components is intended to more closely mirror the actual requirements of the job. **All candidates who have participated in the Written Technical Knowledge Test are eligible to participate in the Oral Board Examination and Career Review Board.** Candidates must complete all components of the promotion examination to remain eligible in the promotion process.

This Guide is being distributed to assist candidates in preparing for the Oral Board Examination and Career Review Board. We are providing this information in recognition of the fact that a considerable amount of the concern associated with participation in examinations is related to the novelty of the procedures that candidates encounter.

This Guide is divided into three sections to cover general exam information and information related to each of the remaining two test components – the Oral Board Examination and the Career Review Board. Each of these sections provides information about:

- \* test content;
- \* administrative logistics; and
- \* evaluation methods.

The sections covering the Oral Board Examination and Career Review Board also include suggested preparation strategies and sample exercises (scenarios and questions).

From the information presented in this Guide, candidates should get a good feel for the testing situations, the types of scenarios and questions they will encounter and some steps they can take to prepare.

We encourage candidates to review this Guide carefully and to take advantage of any and all opportunities to prepare for the Oral Board Examination and Career Review Board.

## GOOD LUCK!

*NOTE: In this Guide, an effort has been made to provide as much information as is available at this time about the intended format, content, logistics, and evaluation methods of the Oral Board Examination and Career Review Board. However, it is possible that minor alterations may be made in the examination procedures between the time this Guide is distributed and the examination administration. We will work with the Milwaukee Fire and Police Commission (FPC) to provide you with any updates that may be required.*

# GENERAL EXAMINATION INFORMATION

- A. Date, Time, and Location:** The Oral Board Examination and Career Review Board will be administered from June 1 through June 5 at the Community High School – 3<sup>rd</sup> Floor. Candidates will be individually notified via email regarding the date and time they should report to the test site to participate in the Oral Board Examination and Career Review Board.
- B. General Administrative Logistics:** Candidates should ensure that they arrive at the test site on the correct day and time as indicated in the e-mail the Fire and Police Commission will send to each individual candidate. Upon arrival, each candidate will check in and receive some general instructions. After check-in is complete, candidates will be given a detailed written description of each exercise and will prepare their responses in a special preparation area where they will not be observed by the assessors.

Candidates may bring only the following materials into the preparation area and assessor boardrooms:

- Any materials provided and prepared at the test site (i.e., candidate instructions, exercise scenarios, notes taken during the preparation period)
- Personal copy of the Fact Sheet
- Any Oral Résumé Presentation notes prepared in advance of reporting to the test site

Any violation of these guidelines may be cause for disqualification from eligibility for promotion.

Candidates will be permitted to take notes on the exercise materials or on notepaper provided during the preparation period and may use these notes while participating in the actual exercises. Candidates will also be permitted to take notes during each exercise. Candidates should be aware, however, that any notes prepared or used during the exercises will not be considered by the assessors when making their evaluations. Nevertheless, any notes pertaining to the exercises will be collected and secured following each candidate's participation to ensure those notes cannot be made available to candidates who have not yet participated in the Oral Board Examination and Career Review Board. This includes collecting and securing any notes related to the Career Review Board, including any Oral Résumé Presentation notes and Fact Sheet.

Candidates will have 35 minutes to prepare for the two Oral Board Exercises. Candidates will be provided with a detailed written description of both Oral Board Exercises during the 35-minute preparation period. Candidates will have access to the Subordinate Performance Exercise for the entire preparation period. In contrast, the Incident Command Exercise will be given to candidates with 10 minutes remaining in the 35-minute preparation period. Candidates will need to prepare a specific response to each of these exercises during the preparation period, based on the documentation provided.

After the preparation period has concluded, candidates are likely to participate in the exercises in the following order:

- 1) Incident Command Exercise,
- 2) Subordinate Performance Exercise, and
- 3) Career Review Board.

Notification will be provided if the order of participation in the exercises changes.

After completion of the Incident Command Exercise, candidates will be given a brief break of approximately five (5) minutes to use the restroom, get a drink of water, and/or conduct any final preparation for the Subordinate Performance Exercise. After completion of the Subordinate Performance Exercise, candidates will be given another break, prior to participating in the Career Review Board, of approximately five (5) minutes for the same purpose. After the 5-minute break, candidates will enter the Career Review Board room to complete the Career Review Board Exercise. Assessors will have reviewed each candidate's Fact Sheet before the candidate enters the assessor board room. Once candidates have completed the Career Review Board, they will be directed to a check out area where they will check out and then be free to leave.

While participating in the exercises, the administrator and assessors will provide instructions and answer any procedural questions that may be raised before each exercise begins. Candidates will be told when (and how) to begin each exercise; they will be told to stop **ONLY** if (and when) they reach the time limit for responding. Otherwise, it will be the responsibility of each candidate to work within the specified time frame and to indicate when his or her response is complete. **Candidates may bring authorized timekeeping devices (i.e., stopwatch, timer) into each exercise to keep track of time. Candidates will NOT be permitted to use a cell phone or any other electronic communication device to keep track of time.**

Once each exercise begins, no interaction will occur with assessors other than that which is required as part of each exercise. Specifically, during the Incident Command Exercise, assessors will not comment except to present the candidate with an Incident update to which the candidate will be asked to respond. In addition, during the Subordinate Performance Exercise, only the designated role-player(s) will interact with each candidate. Candidates will be permitted to make comments and ask questions of the role-player(s). Likewise, the role-player(s) will make comments and respond to questions raised by the candidate. Again, no communication will occur with the non role-playing assessor(s) during this exercise. Finally, during the Career Review Board, assessors will not comment except to ask any follow-up and/or standardized questions to which the candidate will be asked to respond.

- C. Evaluation:** Candidates will be evaluated on a different series of assessment competencies for each component of the examination. Assessors will rate candidates on each set of competencies using a 9-point scale where 9 is high and 1 is low. After completing their ratings, assessors will jointly prepare feedback to describe the areas of strength and needed improvement displayed by the candidate in that exercise. For each Oral Board Exercise and the Career Review Board, the three assessors will jointly complete feedback through consensus discussion. No ratings will be modified once the feedback discussion begins.
- D. Scoring:** To derive candidates' Overall Promotion scores, the scores from the Written Technical Knowledge Test, Oral Board Exercises, Career Review Board and points given from the Seniority Point system will be standardized, weighted by their assigned weights, and added together. Standardization is used when the elements of a promotion process are of different lengths (i.e., have a different number of questions/points), have different average scores/points, and/or have differences in standard deviations (i.e., the spread or range of scores/points). By standardizing the scores/points, the elements of the promotion process are placed onto the same measurement scale so that they can be added together and assigned weights as intended. This is accomplished by looking at how far a particular value (i.e., test score/seniority points) deviates from the average value for that promotion process element (either above or below) and dividing by the standard deviation for that element. Although this sounds complicated, it is a procedure that is used quite frequently and is well accepted in the testing field. Tests such as the SAT use a type of standardized score.

### Seniority Points

Seniority points will be given to each candidate for actual service from the date of appointment as a Police Officer up to a maximum of 15 years. Each applicant will be eligible for a maximum of 30 points.

The following chart presents the number of seniority points associated with specific completed years of service as of 2/25/2015:

<b>Completed Years of Service as of 2/25/2015</b>	<b>Seniority Points per year</b>
<b>1</b>	<b>2.5</b>
<b>2</b>	<b>2.5</b>
<b>3</b>	<b>2.5</b>
<b>4</b>	<b>2.5</b>
<b>5</b>	<b>2.5</b>
<b>6</b>	<b>2</b>
<b>7</b>	<b>2</b>
<b>8</b>	<b>2</b>
<b>9</b>	<b>2</b>
<b>10</b>	<b>2</b>
<b>11</b>	<b>1.5</b>
<b>12</b>	<b>1.5</b>
<b>13</b>	<b>1.5</b>
<b>14</b>	<b>1.5</b>
<b>15</b>	<b>1.5</b>

- E. **Feedback to Candidates:** Candidates will be provided with a report describing their performance on the Written Technical Knowledge Test, Oral Board Examination, and Career Review Board after the eligibility lists are delivered. In addition to their scores on each component of the promotion examination process, candidates will receive feedback regarding the strengths and areas of needed improvement displayed during the Oral Board Examination and Career Review Board. Candidates will also receive some developmental recommendations based on the framework of competencies assessed during the Oral Board Examination.

**The Sections that follow cover the unique aspects of the Oral Board Examination and Career Review Board in more detail. For each of the two examination components, more specific information regarding the content, logistics, evaluation, and suggested preparation strategies is presented. In addition, illustrative samples of scenarios and questions are presented along with some suggested responses.**

# ORAL BOARD EXAMINATION

## I. Description of Oral Board Examination

- A. **Content:** Candidates will be presented with two exercises designed to elicit behaviors pertaining to the competency areas outlined in this Guide. Since the Oral Board Examination will be conducted over several days, parallel or alternate forms of each exercise will be used. While every version of each exercise will involve the same type of problem situation, the specific details of the situation will vary across the different versions.

Candidates will be given 35 minutes to review materials and prepare their responses to the two exercises. Candidates will then be given 15 minutes to orally present each exercise response to a board of three assessors. A different board of assessors will be assigned to observe and evaluate each of the two exercises. After the completion of the preparation time and between exercises, candidates will be given a brief break to proceed to each assessor boardroom and get ready for the upcoming exercise.

Candidates' oral responses will be rated with respect to the competencies that the exercise is designed to reflect. Any problem situation presented to candidates will specify the form in which candidates are to respond.

A brief explanation of each type of Oral Board Exercise is presented below. The order in which the exercises are listed is likely to be the order of participation during the Oral Board Examination. Notification will be provided if any changes are made in exercise order. In both cases, candidates will be instructed to assume the role of a newly promoted Lieutenant.

1. **Incident Command:** This exercise will simulate the kinds of activities involved in responding to, and taking command of, an incident scene. This exercise is designed to be a formal presentation, not an interactive role-play. The exercise will start with an initial description of the incident which you will NOT receive until 10 minutes prior to the conclusion of the 35-minute preparation period. You will be given a maximum of 7 minutes within which to provide your response to the initial incident description. Once you have completed your response to the initial incident description or 7 minutes have passed -- whichever comes first, you will be presented with an update that may affect your assessment of the incident. You will then have the remaining exercise time to read, think about, and respond to this update. Your response to the initial incident description and update must be completed within the 15 minutes allotted for this exercise. Candidates will be given some general parameters within which to frame their responses. A flipchart and podium may be available for candidates' optional use during this exercise. Parallel or alternate versions of this exercise will be used during the Oral Board testing period.
2. **Subordinate Performance:** This exercise requires candidates to conduct a face-to-face meeting with one or more individuals regarding subordinate performance problems and/or disciplinary issues. For this exercise, one or more Oral Board assessors will play a specific role (e.g., subordinate, peer, superior) and interact with the candidate in a relatively informal manner. This exercise is designed to be an interactive role-play, not a formal presentation. Candidates will have 15 minutes to conduct this exercise. As with the Incident Command Exercise, parallel or alternate versions of this exercise also will be used.

- B. Administrative Logistics:** Candidates will be provided with all of the materials they need to prepare for and conduct each Oral Board Exercise when they report to the test site. **The ONLY documents that candidates MAY bring with them to the test site are related to the Career Review Board and are described in the section of this Guide devoted to that examination component. Candidates will NOT be permitted to bring any other materials to the test site.**

Furthermore, no electronic communication equipment will be allowed at the test site, including pagers, tablets, cell phones, laptops, etc.

Any critical reference documents pertaining to the Oral Board Exercises will be made available to candidates at the test site but ONLY in the preparation room. However, candidates should keep in mind that the Oral Board simulation exercises are designed to allow for the assessment of competencies underlying effective job performance and that technical knowledge is NOT the primary focus. Therefore, candidates must balance any time spent with any reference documents that are made available during the preparation period with the time needed to prepare for the exercises to the best of their ability. Since the exercises will involve an incident situation and subordinate performance issues, candidates are advised to review any critical reference materials related to incident operations and dealing with performance problems prior to reporting to the test site, so that more time can be devoted to thinking about and preparing a response to each Oral Board Exercise during the preparation period.

For the Incident Command and Subordinate Performance Exercises, candidates may only bring materials provided and prepared at the test site (i.e., exercise scenario, notes taken during the preparation period) into the assessor board rooms. **The reference documents may only be used while in the preparation room and must remain in that room at all times.** Candidates' materials will be inspected at the test site, prior to entering the preparation area and assessor board rooms, to ensure that any materials brought into these rooms conform to these guidelines. Any violation of these guidelines may be cause for disqualification from the promotion process.

**Please note that there are separate guidelines related to the Career Review Board materials allowed. These guidelines are found starting on page 30, General Description of Career Review Board.**

- C. Evaluation:** Three-member assessor panels will be trained by EB Jacobs to evaluate candidate performance in each Oral Board Exercise. The three Oral Board assessors may be a combination of sworn officers from agencies outside the Milwaukee Police Department as well as sworn officers from within the Milwaukee Police Department. Oral Board assessors will participate in extensive training. During this training session, external assessors will become familiar with the job duties and responsibilities of MPD Lieutenants. All assessors will review the exercises and be trained to observe, record, and evaluate candidate behaviors with respect to the assessment competencies. Finally, assessors will practice evaluating candidate behavior by participating in "mock" Oral Board assessment exercises.

D. **Assessment Competencies/Dimensions:** The Oral Board exercises are designed to assess competencies found to be critical to effective job performance in the context of typical situations encountered by MPD Lieutenants. Based on our assessment of the MPD Lieutenant position, the following critical competencies will be assessed during the Oral Board Examination:

1. **Oral Communication:** This dimension involves speaking fluently by expressing ideas and opinions in a clear, concise, and organized manner. This dimension also involves the ability to promote and/or defend ideas by providing supporting information and presenting thoughts in a convincing and logical manner.
2. **Interpersonal Interactions:** This dimension involves establishing constructive working relationships with others. This includes demonstrating consideration and respect for others' feelings, needs, views, and contributions while maintaining the necessary balance to ensure that objectives continue to be met. This also includes the ability to foster a cooperative team environment, negotiate/reconcile conflict among others, and provide guidance and development opportunities to facilitate performance improvement.
3. **Analyzing and Deciding:** This dimension involves selecting an appropriate and timely course of action by seeking out and analyzing information from various sources, evaluating the importance and relevance of information, and considering alternative approaches and their implications, both in routine situations as well as unusual situations where more traditional solutions may not apply.
4. **Managing Activities:** This dimension involves establishing goals, planning activities, and identifying and directing resources in an efficient and effective manner in order to achieve objectives. This includes developing strategies for accomplishing goals that include contingencies for anticipated obstacles, allocating authority and responsibility based on personnel capabilities and priorities, clearly explaining assigned tasks and performance expectations, and monitoring/measuring progress toward goals.

The matrix below identifies which competency areas will be evaluated in each Oral Board Exercise.

EXERCISES			
Competencies	Incident Command	Subordinate Performance	Oral Board Average
Oral Communication	X	X	X
Interpersonal Interactions	N/A*	X	X
Analyzing and Deciding	X	X	X
Managing Activities	X	X	X
*Interpersonal Interactions will NOT be assessed in the Incident Command Exercise.			<b>Oral Board Total</b>

A total score will be derived for the Oral Board Examination by computing average competency scores across the two Oral Board Exercises and adding those average competency scores together.

## II. Oral Board Preparation Strategies

### A. General Oral Board Test-Taking Suggestions:

The purpose of the Oral Board is to evaluate the assessment competencies required to perform certain work-related tasks. Because we want to evaluate these competencies as directly as possible, without having inexperience with tests of this format interfere, we are offering the following general test-taking suggestions.

#### **Skim through all exercise materials at least once before starting to prepare your response.**

You should carefully read through the instructions and exercise materials before starting to prepare your response. If you don't, you may respond based on partial information.

#### **Underline or make notes about the materials that you receive.**

You will receive information concerning the scenario or problem. You should underline the issues that you think are important so that you can address them during the exercise.

#### **Allocate your time wisely.**

You will need to plan out how much time you want to spend on each area of your presentation, or on the issues that you want to discuss and resolve. You should keep track of the time so that you can cover all of the areas you intended to cover. You should wear a watch or have an authorized time keeping device to keep track of your time. The assessors will only tell you when to start and stop (if you reach the time limit); they will not tell you how much time you have left.

#### **Keep calm if you do not know how to approach a problem or situation.**

Address those aspects of the situation with which you feel comfortable first, then ease into other areas. You may think of additional questions to ask or comments to make as the situation progresses.

#### **Use extra time wisely.**

You may want to use the extra time to go back and clarify any responses that you think may not have been clearly stated, or to summarize the key points addressed.

### B. Competency-Specific Oral Board Preparation Strategies:

This section is organized around the four competency areas that will provide the framework for the observation, recording, and evaluation of your performance during each Oral Board exercise. For each area, we identify the behaviors or elements that provide the focus for evaluations and describe how you can incorporate these elements into your response. An example of relevance to a prototypical Oral Board exercise also is provided to help you better understand how each area and its elements pertains to the exercise. Finally, for each area, we provide a list of self-inventory questions that you can ask to assess your past behavior/performance on the job, and to help you prepare for the Oral Board Examination.

Again, technical knowledge of procedures, policies, rules and regulations will not be emphasized in this examination. Primary focus will be placed on the competency areas to be assessed. However, keep in mind that the competencies involve such things as analyzing information, considering alternative approaches and their implications, identifying and directing resources, and monitoring and measuring progress toward objectives. When these competencies are applied to resolve a situation or problem, it is with a basic foundation and understanding of applicable policies and technical procedures. Nevertheless, the majority of your preparation efforts should be directed toward the kinds of preparation strategies described here.

# 1. ORAL COMMUNICATION:

- a) **Definition:** This dimension involves speaking fluently by expressing ideas and opinions in a clear, concise, and organized manner. This dimension also involves the ability to promote and/or defend ideas by providing supporting information and presenting thoughts in a convincing and logical manner.
- b) **Elements of Definition:** The definition of Oral Communication can be broken down into two general areas: 1) Message Content and 2) Message Delivery.

The elements of each area are presented below.

**MESSAGE CONTENT:** Clearly conveying your ideas is critical to effective communication. Factors that can impact your effectiveness in this general area include:

- how you organize information,
- the level of detail you include,
- the conciseness of your message, and
- the use of language that is consistent with and appropriate for your intended audience.

**MESSAGE DELIVERY:** Communication can be further enhanced with effective delivery mechanisms including:

- persuasive communication, and
- delivery techniques.

- c) **Response Strategies for Elements:** Response strategies pertaining to each general area and element of this dimension are presented below in conceptual order.



**MESSAGE CONTENT:  
RESPONSE ORGANIZATION**



When communicating to others, it is more likely that your thoughts and ideas will come across clearly if you take the time to organize your thoughts in advance. As part of your Oral Board preparation period, you will be given access to the exercise materials and blank paper to generate notes. During this time you should create an outline of the topics you plan to address during your response to the exercise. The use of an outline will allow you to develop a clear strategy for your response. When creating an outline, it is not necessary that you identify every detail that you will convey. You should, however, include enough detail so that you are able to cover all critical elements in your response.

To practice generating outlines, assume that you supervise a subordinate who has been the subject of several complaints from civilians or internal members. In responding to this performance problem, you might generate a broad outline consisting of headings such as:

1. Discuss the incidents which led to the complaints.
2. Determine the reason for the complaints.
3. Take steps to prevent future complaints.

A more specific set of subheadings could then be generated for each of these topics. For example, "Discuss the incidents which led to the complaints" could be broken down as follows:

1. Discuss the incidents which led to the complaints.
  - a) Review the facts of each incident.
  - b) Discuss how the subordinate handled each incident.
  - c) Discuss what the subordinate did correctly.
  - d) Discuss what the subordinate should have done differently.
  - e) Identify your expectations for the subordinate.
  - f) Identify the consequences if the subordinate fails to show improvement.

You could break these subheadings down still further until you have developed an outline that you feel comfortable using to guide your response.

 **MESSAGE CONTENT:  
LEVEL OF DETAIL** 

During your response, you will need to provide sufficient detail to support your rationale for the actions proposed. Sharing the thought process and rationale behind the proposed actions will help convey the necessary detail. Remember once you leave the assessment room, you will not be given an opportunity to provide any clarification to the assessors so you should be sure to provide sufficient detail while in the assessment room, keeping in mind the time limit for responding.

 **MESSAGE CONTENT:  
CONCISENESS** 

Wordiness and/or repetition of the same information at different points in your response can obscure the key points you would like to convey and waste valuable response time. You should present your response in a concise manner and avoid restating the same information. The outline described above can be used to increase the likelihood that you are providing unique information at different points throughout your response.

The exception to the above suggestion is when repetition is used to restate critical information during an overview or summary, or to provide increased emphasis. You can determine whether a summary is necessary or possible depending on various factors such as the time remaining in the exercise, unique information that is left to be covered, etc. Developing a summary in advance during the preparation period will ensure that you have the option to present a summary if you choose.

 **MESSAGE CONTENT:  
APPROPRIATENESS FOR INTENDED AUDIENCE** 

Lastly, you should be careful to present your response in a manner that is appropriate for the intended audience. You should avoid being overly formal or informal (e.g., use of jargon). Although assessors will have experience in law enforcement, it is not safe to assume that they will be familiar with all the intricacies of your agency. For example, agencies often use different terms or acronyms to describe the same resource. To be safe, use the full name of any resources mentioned rather than acronyms when providing your response. In addition, you should clarify any suggestions that may reflect policies or procedures that are unique to your agency.

*The sections above addressed factors contributing to the effectiveness of your message content. The remaining sections will focus on factors contributing to effective message delivery.*



## MESSAGE DELIVERY: PERSUASIVE COMMUNICATION



Persuasive communication involves convincing others to believe as you do, or to behave as you would like. This is a critical aspect of communication for a supervisor since supervisors rely on others to accomplish goals and objectives. Your effectiveness in this area can be impacted by your ability to “sell” your ideas to your audience. You will need to identify the needs of your audience so that you can present your ideas in a manner that illustrates the benefits that will be shared by you and your audience, if they believe or behave as you would like. For instance, you may be faced with a conflict between two members of your work unit. When discussing the benefits of resolving the conflict, you should emphasize the importance of cooperation within the work unit to safety in the field; you can add further emphasis by describing past experiences in which members provided assistance to one another to reduce safety risks. Keep in mind that you are still responsible for clarifying the actual steps the members should take to resolve the conflict. These behaviors will be addressed in the response strategies section for the competency of Managing Activities.



## MESSAGE DELIVERY: DELIVERY TECHNIQUES



When relaying your response, you should speak at an appropriate volume so that all assessors can clearly hear you. In addition, present your response at an appropriate pace; neither rushing it nor drawing it out. Although you may use the full time allotted, it is not required in order to perform well, as the time taken to respond will not be evaluated in isolation. The critical factor is what you do in the time you use. Some candidates may be able to finish each exercise and do very well with time left to spare, while others may use the full response period and yet not perform well.

Awkward or distracting mannerisms or actions such as pacing, fidgeting with papers or pens/pencils, avoiding eye contact, repeated use of “uh” or “um,” and long pauses can distract the assessors from your key points. These factors compete for assessors’ attention, and as a result, can detract from the effectiveness of your responses. Making periodic eye contact can help to engage your audience and can also be used to check that your message is being clearly conveyed.

- d) **Application of Response Strategies:** “The Description of Oral Board Examination” section of this Preparation Guide contains a description of the content of each exercise. Think about the job duties of the position for which you are testing. How do the Oral Board exercises relate to the job duties? Consider examples of relevance to these exercises from your own job experience or based on observations of your superiors. When considering examples from your job experience, consider the elements addressed above and ask yourself the following:

When evaluating the content of your response, you should consider whether you:

- spoke clearly.
- provided information in a logical sequence.
- provided sufficient detail.
- used simple, precise words.
- effectively restated information or summarized to reinforce your message.
- presented information in a manner that is appropriate for your audience.

With respect to how you delivered your response, you should consider whether you:

- used examples or techniques to persuade your audience.
- spoke at an appropriate volume.
- spoke at an appropriate pace (neither rushing nor drawing out your response).
- avoided displaying distracting mannerisms.
- displayed appropriate/sufficient eye contact.

## 2. INTERPERSONAL INTERACTIONS:

- a) **Definition:** This dimension involves establishing constructive working relationships with others. This includes demonstrating consideration and respect for others' feelings, needs, views, and contributions while maintaining the necessary balance to ensure that objectives continue to be met. This also includes the ability to foster a cooperative team environment, negotiate/reconcile conflict among others, and provide guidance and development opportunities to facilitate performance improvement.
- b) **Elements of Definition:** The definition of Interpersonal Interactions can be broken down into the following elements:
- Developing/Maintaining Constructive Relationships
  - Considering Others' Needs/Viewpoints
  - Fostering Teamwork/Mediating Conflicts
  - Facilitating Performance Improvement
- c) **Response Strategies for Elements:** Response strategies pertaining to each element of this dimension are presented below in conceptual order.



### DEVELOPING/MAINTAINING CONSTRUCTIVE WORKING RELATIONSHIPS



Developing constructive working relationships is critical to your success as a supervisor because you rely on others to assist in achieving your goals. The examination components may include opportunities to establish constructive working relationships with subordinates, peers, supervisors, or non-department members, such as community groups or civilians. In most instances these individuals will be experiencing some type of problem. For example, you may be asked to correct subordinate performance deficiencies or assist a community group in dealing with an increase in crimes in their neighborhood. Your response to these types of issues should focus on what you can do to help others deal with the problems they face. For instance, when dealing with a subordinate displaying performance deficiencies, you could meet with the subordinate to determine why the subordinate is having performance problems. During this meeting, you should allow the subordinate to explain his/her actions so that you may gain the insight needed to develop a targeted and appropriate performance improvement plan.



### CONSIDERING OTHERS' NEEDS/VIEWPOINTS



It is also important that you demonstrate sensitivity and concern for others' feelings and opinions when helping them deal with problems. An increase in crimes in a neighborhood can significantly impact residents' perceptions of the safety of their neighborhood so your comments and demeanor should demonstrate that you recognize and understand their fears and concerns. Similarly, when dealing with subordinate performance problems, you can demonstrate concern for the subordinate by providing balanced feedback rather than focusing only on negative performance. To the extent possible, your feedback should include both positive and negative examples of performance.

When you make decisions, it is important that you consult with others who may be affected to ensure you fully address the situation. Other individuals may have unique information and/or insights into problems; involving them in the problem solving process will demonstrate your concern for their feelings and opinions, and increase their commitment to the decisions ultimately made.

When seeking input from others, it is possible that you may not agree with their perspectives. You should, however, voice your disagreement in a tactful and respectful manner. For example, a subordinate who is displaying performance problems may give excuses to explain the poor performance that you believe are not valid. In this instance, arguing with the subordinate about the cause of the performance problems will *not* increase the likelihood that you will achieve your overall goal of improving performance. Instead, you could focus on getting the subordinate to at least agree that there is indeed a problem with his/her performance, even if you cannot agree about the cause of the problem.

In addition to seeking input from others, you should also consider how your actions (or inaction) affect others. Any action you take as a supervisor does not occur in isolation. For instance if you ignore the performance problems of your subordinate, the problems displayed by the subordinate will continue to negatively impact others, potentially contributing to morale problems and conflict among members of your work unit. On the other hand, actions taken to correct the subordinate performance problems will likely have a positive impact on the subordinate displaying the performance problems and those with whom the subordinate works.

Finally, when making decisions, it is important that you keep appropriate individuals informed and provide regular updates. Appropriate individuals can include supervisors, peers, subordinates, or anyone impacted by the problem you are facing. If a subordinate's performance has impacted other members of the work unit, it may be appropriate to inform your supervisor of the subordinate's performance problems, relay your plans to correct the issues, and provide any relevant updates in the future concerning the subordinate's progress. Similarly, keeping crime victims informed of relevant information and updates is a good way to demonstrate concern for their feelings.



## FOSTERING TEAMWORK/MEDIATING CONFLICTS



The effectiveness of the work unit will be maximized to the extent that members feel they are part of a unified team working cooperatively toward a common goal. The supervisor can play a critical role by inspiring and motivating members toward a common purpose. Focusing the group on shared goals and objectives will make minor disagreements among members seem less important and will contribute to the overall effectiveness of the work unit.

There will be times when disagreements among subordinates escalate to the point that they affect the work unit's effectiveness and safety, and it becomes necessary for a supervisor to intervene. Although it is never easy to deal with conflicts among personnel, allowing tensions to fester will eventually erode relationships and jeopardize the work unit's long-term effectiveness. In this case, the supervisor plays a critical role as a neutral mediator, working to ensure conflicting parties communicate with one another to convey their perspectives, and guiding them toward an acceptable solution. To the extent that conflicting parties perceive that they have provided input to the solution, they will be more likely to accept and abide by that solution.

## FACILITATING PERFORMANCE IMPROVEMENT

As a supervisor, you are responsible for facilitating performance improvement among your subordinates by helping them develop the skills and abilities needed to perform their jobs. This includes areas of deficiency where they need to improve, as well as areas of strength that can be further enhanced. Strategies may include offering remedial training for areas of deficiency or coaching the subordinate to improve/enhance the subordinate's performance. When coaching subordinates, you should work together to identify performance problems/goals, set performance expectations and develop a plan to improve/enhance performance. Performance expectations should be specific, measurable and achievable so that subordinates can monitor their own progress. Involving the subordinate in this process will help ensure the expectations are perceived as reasonable and attainable. As the subordinate implements the performance improvement plan, you should be sure to acknowledge both successes and failures through timely feedback. Feedback should be descriptive rather than evaluative, and specific rather than general. Remember, your role as a coach occurs in an advisory capacity and you are guiding your subordinates through the steps toward performance improvement. You should, however, be sure to consider the needs of the subordinate as well as the organization to ensure organizational goals continue to be met. Lastly, in addition to providing coaching directly to the subordinate, you should involve other resources, both inside and outside the department that may help the subordinate to develop.

**d) Application of Response Strategies:** “The Description of Oral Board Examination” section of this Preparation Guide contains a description of the content of each component. Think about the job duties of the position for which you are testing. How do the examination components relate to the job duties? Consider examples of relevance to these examination components from your own job experience or based on observations of your superiors. When considering examples from your job experience, consider the elements addressed above and ask yourself the following questions:

- 1) What did I do to develop/maintain constructive working relationships with others?
- 2) What did I do to help others resolve problems?
- 3) How did I demonstrate sensitivity and concern for others' feelings?
- 4) What did I do to allow for and consider input from others?
- 5) How did I voice my disagreements with the perspectives of others in a tactful manner?
- 6) How did I recognize how actions taken by one individual can impact others?
- 7) What did I do to keep appropriate individuals informed of relevant information and updates?
- 8) What did I do to mediate conflicts?
- 9) What did I do to develop the capabilities of my subordinate personnel?

### 3. ANALYZING AND DECIDING:

- a) **Definition:** This dimension involves selecting an appropriate and timely course of action by seeking out and analyzing information from various sources, evaluating the importance and relevance of information, and considering alternative approaches and their implications, both in routine situations as well as unusual situations where more traditional solutions may not apply.
- b) **Elements of Definition:** The definition of Analyzing and Deciding can be broken down into the following elements:
- Evaluating the Importance and Relevance of Information
  - Seeking out and Analyzing Information from Various Sources
  - Considering Alternative Approaches
  - Selecting an Appropriate and Timely Course of Action
- c) **Response Strategies for Elements:** Response strategies pertaining to each element of this dimension are presented below in conceptual order.



#### EVALUATING THE IMPORTANCE AND RELEVANCE OF INFORMATION



This competency is first used when you are reviewing the exercise materials. You should identify any key information or issues in the exercise materials that will impact your approach to the situation. For example, you may encounter a subordinate who has a quick temper when interacting with others (superiors, coworkers, peers or civilians), causing them to avoid working with this subordinate whenever possible. Identifying the issue helps define the focus of your response and approach to be taken when addressing the subordinate's quick temper and helping to restore the subordinate's relationships with others.

Once key information or issues have been identified, you should clearly convey during your response that you fully understand the information presented and its relevance to resolving the issue at hand. Some suggestions for conveying your understanding of the information presented include:

- 1) summarizing the critical details at the beginning of your response, taking care to be concise to ensure that you reserve sufficient time to describe how you will address the problem.
- 2) incorporating and addressing the relevant details as they become most relevant to your discussion of the problem, while ensuring that you cover all relevant information.



#### SEEKING OUT AND ANALYZING INFORMATION FROM VARIOUS SOURCES



Identifying key issues during your review of the exercise materials will help you identify gaps in information. As with any real world situation, the exercise materials will present you with a finite amount of information and you will need to determine what, if any, additional information is needed to gain a complete and accurate understanding of the situation. It is often more difficult to recognize when information is missing or omitted than it is to critically evaluate information that is presented to you, but such information can be essential to effectively resolving a situation. For example, when faced with a vehicle accident involving a tanker truck carrying an unknown liquid, it will be critical to identify the unknown liquid in order to determine the safety procedures to be implemented at the crash scene.

Identifying missing or omitted information is just the first step in the information gathering process. The next step involves determining how you will obtain the missing information. Using the same tanker truck accident example, the unknown liquid could be identified by speaking to the driver (if accessible), contacting the shipping company, or referring to the shipping papers, if it is safe to gain access to the truck. Similarly, if you were to gather information to correct the performance problems of your quick-tempered subordinate, you could speak directly with the problem subordinate, speak with the subordinate's previous supervisor(s), and/or review the problem subordinate's personnel file (including past performance evaluations) to gain a more complete picture of the subordinate's performance and current problems. The last step in the information gathering process is to adjust your initial plans as needed to incorporate any new information gathered.

Gathering missing information will help you identify the relationships among the various pieces of information provided and determine the root cause of problems. In dealing with the quick-tempered subordinate, you may discover that the subordinate's demeanor has changed only recently around the same time that the subordinate responded to a traumatic incident scene. In this situation, it is possible that the subordinate is having trouble coping with what occurred at the incident scene and the coping difficulty could be the cause of the quick temper. Gathering additional information helped you identify when the change in demeanor occurred and the potential cause of the change.

You may identify several pieces of missing information and need to rely on multiple sources to obtain the missing information. The effectiveness of your ability to analyze information will be impacted by the quality of the information you obtain. For example, you may receive information from a subordinate regarding a performance problem with another subordinate. Rather than assuming the information from this single source is accurate, a safer approach would be to verify the accuracy of the information with another source before confronting your subordinate with the performance problems.



### CONSIDERING ALTERNATIVE APPROACHES



Once you have gained a complete understanding of the situation by carefully reviewing the exercise materials and identifying additional information that you would seek out, the next step involves generating potential solutions to address the key issues of concern. Not all solutions will be equally effective so you need to evaluate each potential solution to determine which solution best resolves the situation. To ensure that you are making relevant comparisons, the same criteria should be applied to evaluate all potential solutions.

These criteria could include:

- the number of resources required
- the likelihood that those impacted by the solution will be willing to accept the solution
- the amount of time needed for implementation
- the risks involved
- the benefits involved
- the practicality of implementing the solution

Although you may not normally verbalize your thought process when making decisions, in the Oral Board setting, it may be beneficial to “think aloud,” that is, to convey the various solutions you considered and your evaluation process so that the assessors can take that information into account when evaluating the effectiveness of this element of Analyzing and Deciding.



## SELECTING AN APPROPRIATE AND TIMELY COURSE OF ACTION



Decisions should be made in a timely manner to ensure the problem does not escalate. Making timely decisions requires that you determine how much time you will devote to the analytical process before committing to a decision. To assist in making a timely decision, you should focus on identifying and collecting the information that is essential to gaining a complete and accurate understanding of the key issues presented. There may be additional information that may help bolster your chosen solution but that may not be important enough to risk any delay in implementation.

Effective decision-making also depends on the manner in which decisions are made. You should take responsibility for decision-making and arrive at your solutions in a decisive manner. Once implemented, you should avoid second-guessing yourself unless new information comes to light to strongly suggest that you need to revisit your original solution. For example, you may suggest that the subordinate who displays a quick temper visit employee assistance to discuss the traumatic incident. If, after some time, the subordinate is not displaying sufficient improvement, you may decide to re-evaluate your original solution.

- d) **Application of Response Strategies:** “The Description of Oral Board Examination” section of this Preparation Guide contains a description of the content of the oral board exercise. Think about the job duties of the position for which you are testing. How does the oral board exercise relate to the job duties? Consider examples of relevance to the exercise and job duties from your own job experience or based on observations of your superiors. When considering examples from your job experience, consider the elements addressed above and ask yourself the following questions:
- 1) How were key issues and information of relevance to the problem identified and what was the nature of these issues and/or information?
  - 2) What information was identified as missing and were steps taken to obtain it?
  - 3) What sources were used to obtain missing information?
  - 4) Were adjustments made in plans once missing information was obtained?
  - 5) Were relationships among different elements of the problem explored in order to identify underlying or root causes of problems?
  - 6) How did you verify the accuracy of information?
  - 7) Were decisions made based on complete information?
  - 8) What alternate solutions were identified for problem resolution?
  - 9) How were alternate solutions evaluated to identify the optimal solution?
  - 10) Did someone take ownership for decisions?
  - 11) Were decisions made in a timely manner?
  - 12) Were decisions made in a decisive manner?

## 4. MANAGING ACTIVITIES:

- a) **Definition:** This dimension involves establishing goals, planning activities, and identifying and directing resources in an efficient and effective manner in order to achieve objectives. This includes developing strategies for accomplishing goals that include contingencies for anticipated obstacles, allocating authority and responsibility based on personnel capabilities and priorities, clearly explaining assigned tasks and performance expectations, and monitoring/measuring progress toward goals.
- b) **Elements of Definition:** The definition of Managing Activities can be broken down into the following elements:
- Establishing Objectives
  - Developing Strategies for Accomplishing Objectives
  - Identifying and Directing Resources
  - Anticipating Obstacles and Developing Contingencies
  - Monitoring and Measuring Progress Toward Objectives
- Managing Activities is related to Analyzing and Deciding in that it represents the step that would be taken after determining how a problem or issue is to be addressed and/or resolved. It involves developing a framework or strategy for accomplishing any task or objective.
- c) **Response Strategies for Elements:** Response strategies pertaining to each element of this dimension are presented below in conceptual order.



### ESTABLISHING OBJECTIVES



The first step in developing a framework for addressing problems is to identify and prioritize the objectives you seek to accomplish. This allows you to focus your efforts on the most critical parts of the problem. For example, when faced with an incident you might identify objectives such as life safety, incident stabilization, and property conservation. On the other hand, when correcting subordinate performance problems, you might identify objectives such as identifying the problem, gaining subordinate acceptance, identifying performance expectations, and gaining “buy-in” to the improvement plan. It is important that you not only identify the objectives for addressing problems but also that you prioritize these objectives. In some instances, priorities are very clear (e.g., in an incident, the first priority is life safety); in other cases, priorities may be less obvious. With a subordinate performance issue, gaining subordinate acceptance may be the first priority since until that happens, a resolution may not be possible.



### DEVELOPING STRATEGIES FOR ACCOMPLISHING OBJECTIVES



Once objectives are identified and prioritized, the next step is to identify the specific steps that you will take to implement your plan. The objectives identified represent the milestones; however, a specific action plan must be included to explain how you will achieve your objectives. Your objectives can be achieved only if your action plan aligns with your objectives.



## IDENTIFYING AND DIRECTING RESOURCES



You should realize that resources (e.g., internal, external, technological, financial) are available to assist you in resolving problems. Your action plan should include the identification of all relevant resources, and, once identified, you should explain how these resources will assist in problem resolution. It is important not only to assign resources to cover all activities in your plan, but also to select the resources best suited for each activity and to provide a rationale. For example, the response to a particular incident might require personnel with specialized training and/or equipment in order to be accomplished in a safe and efficient manner. In addition, resources should be assigned based on the importance and urgency of each activity. To achieve your top priority of life safety at an incident scene it may be necessary to assign the majority of the available resources to activities that help you achieve this objective first.

Although resources are available to you, you should still maintain control and provide direction. You will need to determine how much responsibility for problem resolution you will maintain and how much you will delegate to others. While the amount of responsibility that you maintain will likely be influenced by the issue you are facing, it is unlikely that you would be successful in Managing Activities if you delegate all responsibility for issue resolution to someone else or if you attempt to retain all responsibility for problem resolution.

When delegating activities to others, you should clearly and completely explain the tasks that you expect others to perform and identify your expectations for task completion. In other words, you should be actively involved in the tasks you are delegating. Identifying your performance expectations is important not only when delegating tasks, but also when correcting subordinate performance issues. Once performance problems are identified, it is important to explain what improvement requires by describing specific, behavioral examples of effective performance. In this way, subordinates will be given a standard against which to compare and gauge their own performance improvement.



## ANTICIPATING OBSTACLES AND DEVELOPING CONTINGENCIES



You should be prepared to encounter obstacles or hurdles when implementing your plans. It will help to identify potential hurdles and associated contingency plans for addressing anticipated obstacles. For instance, when dealing with an incident scene, you normally have limited resources directly available so you should be prepared with a strategy to call in additional resources. Strategies may include: calling in the next shift early, holding the current shift over, requesting resources from nearby stations, other departments etc. Similarly, when addressing the performance problems of subordinates, it is very possible that they may not agree with your assessment of their performance. Until agreement is achieved you will not achieve buy-in for any performance improvement plan you hope to implement so you should be armed with information/documentation to support your assessment (e.g., information from other supervisors, performance records) and be prepared to respond to arguments put forth by the subordinate.



## MONITORING AND MEASURING PROGRESS TOWARD OBJECTIVES



Since the success of your plan depends on many factors, it is important to monitor the progress and quality of work in progress and follow-up to ensure that your action plan is achieving the objectives intended. For example, incidents typically evolve based on the actions of individuals at the scene, environmental factors, etc. You should monitor the progression of the incident and make any necessary changes to account for changing conditions and/or unsuccessful actions. Or, a performance improvement plan that you developed for a subordinate may not lead to the type of improvement you had expected. In this situation, a follow-up meeting with the subordinate may be required to ascertain why the plan is not working and to adjust the plan accordingly.

The previous paragraphs focused on managing activities to resolve the issues presented in the exercise/test materials. You should also manage your time during the response period to ensure that you address all of the necessary activities. You will receive a copy of each Oral Board Exercise during your preparation period. You should use the time in your preparation period to review each exercise and identify the elements of your response. Once identified, you should determine how much of the response period you will use to address each element of your response. In this way, you can ensure that you provide a complete response in the time allotted. In addition, you should monitor your time while responding. You will be permitted to bring a time-keeping device to the Oral Board Examination.

d) **Application of Response Strategies:** The “Description of Oral Board Examination” section of this Preparation Guide contains a description of the content of the oral board exercise. Think about the job duties of the position for which you are testing. How does the oral board exercise relate to the job duties? Consider examples of relevance to the exercise and job duties from your own job experience or based on observations of your superiors. When considering examples from your job experience, consider the elements addressed above and ask yourself the following questions:

- 1) What objectives were identified for issue resolution?
- 2) How were the objectives prioritized?
- 3) What specific steps were used to implement the action plan?
- 4) What resources were used for problem resolution?
- 5) How and why were these resources used?
- 6) How did delegation occur? What instruction was provided to others?
- 7) What obstacles or hurdles were anticipated and/or encountered in implementing the action plan?
- 8) What contingency plans were identified/used to overcome anticipated or actual obstacles/hurdles?
- 9) How much responsibility for problem resolution was maintained relative to the amount that was delegated?
- 10) What follow-up activities were used to evaluate the effectiveness of plans once implemented?
- 11) What, if any, adjustments were made to plans based on follow-up evaluation?
- 12) Did you manage your time during the exercise to ensure you completed all necessary activities?

### **C. Summary of Competency-Specific Preparation Strategies**

**Review the Competency-Specific Oral Board Preparation Strategies presented above and practice preparing for the Oral Board Examination by developing a response to the sample exercises presented in the next section of this Guide.**

Use the following summary of strategies to assist you in developing your response to the sample exercises. These strategies will enable you to organize your thoughts and allow you to practice your skills in each of the competency areas:

1. Prepare an outline of your response. (*Oral Communication*)
2. Ensure your response is sufficiently detailed and complete to clearly convey your thoughts. (*Oral Communication*)
3. Identify the key issues and establish priorities among them. (*Analyzing and Deciding*)
4. Identify information you need to gather and questions you need to ask to obtain a complete and accurate understanding of the situation. (*Analyzing and Deciding*)
5. Consider several options for addressing the issues and decide on an approach in a timely manner. (*Analyzing and Deciding*)
6. Develop a potential plan for dealing with the issues, including time frames and contingencies as necessary. (*Managing Activities*)
7. Identify resources that are available to you and determine how they will be used. (*Managing Activities*)
8. Identify steps you will take to ensure that interactions with, and among, others will be constructive and productive. (*Interpersonal Interactions*)
9. Identify actions you will take to develop or enhance the performance of others. (*Interpersonal Interactions*)

### III. Sample Oral Board Exercises

Sample Oral Board Exercises are presented in this section so that you may become familiar with the types of exercises and response formats that you will encounter during the Oral Board Examination.

The actual Oral Board Examination materials will be different from the material presented here. These exercises are merely illustrative of the kinds of problems you may encounter. **The actual exercises you receive have been developed based on the duties, tasks, and situations of relevance to MPD Lieutenants, and are designed to assess the competencies identified earlier in this Guide.**

#### A. Sample Subordinate Performance Exercise:

You are a newly promoted Lieutenant, assigned as a Shift Commander for the past three months. Although you are still in the process of getting to know your personnel, you are beginning to feel comfortable in your new assignment. The Sergeants under your command appear to be eager, cooperative, and energetic. However, over the past month you have noticed a disturbing trend. Specifically, it appears that Sergeant Terry Williams is not taking appropriate charge of personnel at incident scenes, and more generally, the performance of Williams' subordinate personnel is deteriorating as a result.

Sergeant Williams is a Patrol Sergeant and has held this position for six years. Sergeant Williams is a 20-year veteran of the department and has always been viewed as a true professional. Until recently, you would have rated Sergeant Williams as one of the better supervisors with whom you have worked.

Since starting your assignment as a Lieutenant, you have received approximately two calls per week from citizens complaining about personnel under Sergeant Williams' supervision. Usually, the citizens are upset over unfriendly conduct. However, over the past two months, you have received an inordinate number of calls from different citizens complaining about several personnel under Sergeant Williams' supervision.

Specifically, each of the citizens stated that the personnel under Sergeant Williams' supervision were rude and unprofessional. For example, an officer told a high school student, who was trying to learn more about the police profession, "I don't have time for this, kid. Look at you, it's obvious that you don't have what it takes to become a police officer." In another case, an officer suggested to a woman whose car broke down, "Why don't you just get rid of this vehicle? No respectable person would drive a car like this." Other complaints have been similar in nature. From your conversations with the citizens and further investigation, you confirm that the problem is isolated to personnel under Williams' supervision.

Today, an old friend of yours, Sergeant Sawyer, who works closely with Williams, advised you that yesterday Williams responded to the scene of a violent confrontation involving several civilians involved at a political rally. Williams refused to take command at the scene. As a result, an officer received minor injuries. Sawyer assured you that he had no axe to grind but that the situation was potentially very dangerous, and he felt that Williams should have taken command.

Due to your growing concern, you have decided to call Sergeant Williams into your office (for a private meeting) to discuss the situation and work toward a resolution. An assessor will assume the role of Sergeant Williams. The assessor will be introduced to you when you enter the room. Remember, you will have 15 minutes to conduct this exercise. It is your responsibility to keep track of time.

## **B. Suggested Approach to Sample Subordinate Performance Exercise:**

The suggested approach presented below is intended to enhance your understanding of the evaluation procedures that will be used for the Oral Board Examination exercises and to provide some basic guidance regarding the steps you can take when preparing and presenting your responses at the test site -- as well as during any practice you conduct prior to the examination. It is important to emphasize that the suggested approach presented here is not meant to be exhaustive but merely to serve as a summary guide to assist you in your preparation efforts. Remember, you have your knowledge and familiarity with the MPD Standard Operating Procedures, rules, regulations, and procedures to rely on in determining the actual content of your responses. We encourage you to use any other strategies that you feel may enhance your performance during the Oral Board Examination exercises and on the job.

**Oral Communication:** Effective performance in this area could be displayed by: speaking clearly, enunciating words, speaking at a volume that is easy to hear, and using concise and appropriate words, phrases, and sentences. Effective performance in this area is also characterized by a logical and organized presentation of relevant information and by providing sufficient detail and rationale in support of your ideas. After deciding on a plan and determining how that plan will be implemented, you will then be expected to communicate/convey the plan during the exercise. The use of an outline may help you to organize your response. A clear and organized response would include a description of the key issues which need to be addressed and the plan for addressing these issues.

Ineffective performance would be displayed by: excessive wordiness or repetition, jumping from one topic to the next in no logical sequence, presenting too much irrelevant or tangential information, providing insufficient information or detail to support points that are made, speaking too quickly, speaking at a volume that is difficult to hear, displaying distracting verbal or physical mannerisms or using a tone or vocabulary that is not appropriate for the audience.

In testing situations, candidates may become flustered and forget what they intend to say. Use of the outlining strategy described in the preparation strategies section of this Guide should help candidates remember what issues to address.

**Interpersonal Interactions:** As you work with other individuals, departments and agencies to address problems, effective interpersonal interactions could be displayed by: demonstrating sensitivity and concern for others' feelings and opinions when helping to deal with key issues and problems, conducting activities in a manner that will elicit the effective cooperation and coordination of all personnel, eliciting others' input and offering support as needed, keeping appropriate individuals (e.g., superiors) apprised of critical information, and treating other personnel and/or civilians in a respectful and fair manner, particularly as you address any performance issues or interpersonal conflicts that arise.

Ineffective interpersonal interactions would be displayed by: failing to keep appropriate individuals apprised of critical information, treating personnel and/or civilians in a disrespectful or discourteous manner, and ignoring interpersonal conflicts that arise among subordinate personnel.

**Analyzing and Deciding:** Effective performance in this area could be displayed by: identifying the key issues or problematic information presented in the exercise, seeking out missing information from various sources, and establishing priorities among these issues once all of the issues are successfully identified. By establishing priorities, you may be able to distinguish those issues that are critical to immediately address from those issues that are less significant and can be addressed later. Once you identify the issues that need to be addressed, alternative solutions could then be developed for the problems identified. Since all proposed solutions may not be viable, it is important to consider the implications of each potential solution before deciding on a timely course of action. When considering the implications of a solution, you should be able to make a strong case for implementing the particular solution. If you are unable to make a strong case for the solution you select, you may want to rethink the proposed solution.

Ineffective performance would be displayed by: failing to demonstrate an understanding of the key issues or problematic information during your response, failing to seek out additional information needed, failing to take all of the critical information into account when making decisions, and failing to come to a decision in a timely manner.

**Managing Activities:** Effective performance in this area could be displayed by: defining a plan to carry out the proposed solution including the steps needed to implement the solution, anticipating potential obstacles or hurdles, and developing a contingency plan or plans to address anticipated obstacles. Effective performance in this area is also characterized by making use of the resources available to assist you in addressing the problem, clearly explaining assigned responsibilities and monitoring activities once assigned. You could rely on other personnel resources when you are seeking additional information and/or implementing a plan. Although other personnel may be available to assist, you should avoid turning over complete responsibility for the handling of any problem, or any element of a problem, that should more appropriately come under your authority/supervision as a Lieutenant.

Ineffective performance would be displayed by: failing to develop and specify a clear plan for addressing the problems, failing to make use of available resources or using available resources ineffectively, failing to provide clear direction when assigning responsibilities to personnel, failing to anticipate likely obstacles, and failing to monitor activities and/or re-evaluate the plan and resource allocation as the situation progresses.

### **C. Sample Incident Command Exercise:**

Consistent with the actual exercise you will receive, this sample includes a sample of an **Initial Incident**, and potential events that could occur during the **Incident Update**.

#### **Initial Incident:**

You are a newly promoted Lieutenant and have been in this position for the past three months. At 1615 hours, Communications reports that a juvenile has escaped from a detention center. Staff members at the detention center believe that the juvenile arranged for transportation because there is no sign of the juvenile anywhere around facility grounds. At 1645 hours, Communications reports that two of your officers, Stroud and Henderson, were dispatched to a home invasion. The officers report that two juveniles forced their way into the home of an elderly couple and threatened to harm the couple if they did not give up their money and car keys. The elderly couple did as they were instructed. In addition to taking the couple's money and car keys, the suspects ransacked the house and took several pieces of antique jewelry and a hunting knife. After failing to find more items of value in the home, the suspects demanded that the elderly couple tell them where they were keeping their valuables. The elderly man informed the suspects that the couple had nothing else of value. One of the suspects shoved the man to the ground and both suspects kicked the man repeatedly while he was on the ground. The man sustained several contusions to the head and chest area. The elderly couple indicated that the two suspects split up after leaving their residence. One suspect fled in the vehicle that the suspects drove to the couple's home, while the second suspect fled in the couple's vehicle, a 2005 Ford Taurus. The elderly couple indicated that the two juveniles were not armed when they arrived at their residence. You advise Communications that you are responding to the scene.

Your task is to describe to the board your plan for handling this incident. In describing your plan, provide an assessment of the situation and description of how you would proceed at this point. Remember, you have a limited amount of time to respond to the initial incident description before you are provided with an update to the incident. It is up to you to keep track of time.

### **D. Anticipating the Nature of the Incident Update:**

During your appearance before the board, you will receive new information via the update that may affect your initial assessment of the incident. DURING THE PREPARATION PERIOD you can attempt to anticipate the nature of the update you will receive while you are reviewing and preparing your response to the Initial Incident description. Using the sample Initial Incident presented in this preparation guide, think about how this incident could progress. For example, you may receive:

- confirmation that one of the suspects from the home invasion is the same juvenile who escaped from the detention center.
- an update that one of the suspects is committing another crime such as a robbery, a carjacking, or another home invasion.
- an update that one of the suspects was in a vehicle accident and is now fleeing on foot.

It is important to remember that the list of potential updates above is not exhaustive. It is, however, intended to illustrate the types of updates you may receive during the actual test. When you do receive the update during the actual test, you should make sure that you update your initial plans based on the new information provided, if necessary.

## **E. Suggested Approach for the Sample Incident Command Exercise:**

Again, the suggested approach presented below is intended to enhance your understanding of the evaluation procedures that will be used for the Oral Board Exercise and to provide some basic guidance regarding the steps you can take when preparing and presenting your response at the test site -- as well as during any practice you conduct prior to the test. It is important to emphasize that the suggested approach presented here is not meant to be exhaustive but merely to serve as a summary guide to assist you in your preparation efforts. Remember, you have your knowledge and familiarity with the Milwaukee Police Department Standard Operating Procedures, rules, regulations, and procedures to rely on in determining the actual content of your response. We encourage you to use any other strategies that you feel may enhance your performance during the Oral Board Exercise and on the job.

**Oral Communication:** Effective performance in this area could be displayed by: speaking clearly, enunciating words, speaking at a volume that is easy to hear, and using concise and appropriate words, phrases, and sentences. Effective performance in this area is also characterized by a logical and organized presentation of relevant information and by providing sufficient detail and rationale in support of your ideas. After deciding on a plan and determining how that plan will be implemented, you will then be expected to communicate/convey the plan during the exercise. The use of an outline may help you to organize your response. A clear and organized response would include a description of the key issues which need to be addressed and the plan for addressing these issues.

Ineffective performance would be displayed by: excessive wordiness or repetition, jumping from one topic to the next in no logical sequence, presenting too much irrelevant or tangential information, providing insufficient information or detail to support points that are made, speaking too quickly, speaking at a volume that is difficult to hear, displaying distracting verbal or physical mannerisms or using a tone or vocabulary that is not appropriate for the audience.

In testing situations, candidates may become flustered and forget what they intend to say. Use of the outlining strategy described in the preparation strategies section of this Guide should help candidates remember what issues to address.

**Interpersonal Interactions:** As you work with other individuals, units, and agencies to address problems, effective interpersonal interactions could be displayed by: demonstrating sensitivity and concern for others' feelings and opinions when helping to deal with key issues and problems, conducting activities in a manner that will elicit the effective cooperation and coordination of all personnel, eliciting others' input and offering support as needed, keeping appropriate individuals (e.g., superiors) apprised of critical information, and treating other personnel and/or civilians in a respectful and fair manner, particularly as you address any performance issues or interpersonal conflicts that arise.

Ineffective interpersonal interactions would be displayed by: failing to keep appropriate individuals apprised of critical information, treating personnel and/or civilians in a disrespectful or discourteous manner, and ignoring interpersonal conflicts that arise among subordinate personnel.

**Analyzing and Deciding:** Effective performance in this area could be displayed by: identifying the key issues or problematic information presented in the initial description of the exercise, seeking out missing information from various sources, and establishing priorities among these issues once all of the issues are successfully identified. By establishing priorities, you may be able to distinguish those issues that are critical to address immediately from those issues that are less significant and can be addressed later, if at all. Once you identify the issues that need to be addressed, alternative solutions could then be developed for the problems identified. Since all proposed solutions may not be viable, it is important to consider the implications of each potential solution before deciding on a timely course of action. When considering the implications of a solution, you should be able to make a strong case for implementing the particular solution. If you are unable to make a strong case for the solution you select, you may want to rethink the proposed solution.

Ineffective performance would be displayed by: failing to demonstrate an understanding of the key issues or problematic information during your response, failing to seek out additional information needed, failing to take all of the critical information into account when making decisions, and failing to come to a decision in a timely manner.

**Managing Activities:** Effective performance in this area could be displayed by: defining a plan to carry out the proposed solution including the steps needed to implement the solution, anticipating potential obstacles or hurdles, and developing a contingency plan or plans to address anticipated obstacles. Effective performance in this area is also characterized by making use of the resources available to assist you in addressing the problem, clearly explaining assigned responsibilities and monitoring activities once assigned. You could rely on other personnel resources when you are seeking additional information and/or implementing a plan. Although other personnel may be available to assist, you should avoid turning over complete responsibility for the handling of any problem, or any element of a problem, that should come under your authority/supervision as a Lieutenant.

Ineffective performance would be displayed by: failing to develop and specify a clear plan for addressing the problems, failing to make use of available resources or using available resources ineffectively, failing to provide clear direction when assigning responsibilities to personnel, failing to anticipate likely contingencies, and failing to monitor activities and/or re-evaluate the plan and resource allocation as the situation progresses.

# CAREER REVIEW BOARD

## I. General Description of Career Review Board

A. **Content:** This exercise will allow for an evaluation of candidates with respect to a series of competencies (abilities and personal characteristics) based on a consideration of their past performance and experience. The exercise will last 15 minutes and will include two parts as follows:

1. **Oral Résumé Presentation** (10 minutes). Candidates will be asked to give a presentation to address how their previous work history, experience, and performance; as well as additional training, educational, and other development efforts, have contributed to their current performance effectiveness and their potential to perform at the position of Lieutenant. Specific instructions and an outline of topics to be covered are presented on the pages that follow.

In order to provide a point of reference for the Oral Résumé Presentation for candidates and assessors, as well as to provide documentation of the career facts to be presented, candidates will be required to prepare and submit a Written Fact Sheet that will be provided to the assessor board and reviewed just before each candidate enters the board room to give their Oral Résumé Presentation. Specific instructions/guidelines concerning the format and content of the Written Fact Sheet, along with an illustrative sample, are provided on the pages that follow.

2. **Follow-up and Standardized Questions** (5 minutes). At the conclusion of their Oral Résumé Presentation, candidates will be asked a limited number (i.e., 1-2) of follow-up questions based on their Oral Résumé Presentation. Board members will then ask a limited number (i.e., 1-2) of standardized questions concerning how the candidate has handled, or would handle, past and/or hypothetical future situations or issues. Samples of the types of questions that may be asked are provided on the pages that follow.

***NOTE: It is important to emphasize that although there are several elements comprising each candidate's Career Review Board, only one evaluation will be provided and the focus of that evaluation will be on the information presented orally while in the assessor boardroom – that is, the Oral Résumé Presentation and responses to any Follow-up/Standardized Questions. The Written Fact Sheet is intended as a supporting document for candidates and assessors and will NOT be rated separately by assessors. More information is provided on the pages that follow.***

- B. Administrative Logistics:** The following pages present the topics to be covered during the Oral Résumé Presentation and guidelines related to the format and content of the Written Fact Sheet to be submitted. Other than their Oral Résumé Presentation notes and a personal copy of the Written Fact Sheet that candidates bring with them to the test site, all of the materials candidates need to conduct the Career Review Board will be provided when they report to the test site. No electronic communication equipment will be allowed at the test site, including pagers, cell phones, tablets, laptops, etc.

With respect to the Career Review Board, candidates may only bring their Oral Résumé Presentation notes and personal copy of their Written Fact Sheet into the Career Review Board room. Candidates' materials will be inspected at the test site, prior to entering the preparation area and Career Review Board room, to ensure that any materials brought into these rooms for the Career Review Board conform to these guidelines. Any violation of these guidelines may be cause for disqualification from the promotion process.

***NOTE: It is important that candidates come to the test site fully prepared to give their Oral Résumé Presentation because there will only be a brief break (5 minutes) after they participate in the two Oral Board Exercises when candidates will be given an opportunity to use the restroom and conduct a final review of their Oral Résumé Presentation notes before entering the Career Review Board room.***

- C. Evaluation:** Three-member assessor panels will be trained by EB Jacobs to evaluate candidate performance in the Career Review Board. The three Career Review Board assessors may be a combination of sworn officers from agencies outside the Milwaukee Police Department as well as sworn officers from within the Milwaukee Police Department. All Career Review Board assessors will participate in extensive training. During this training session, assessors will review the Career Review Board elements (*Oral Résumé presentation outline/topics, Written Fact Sheet outline, and follow-up/standardized questions*), and be trained to observe, record, and evaluate candidate behaviors with respect to the assessment dimensions. Finally, assessors will practice evaluating candidates by participating in “mock” assessments.

- D. **Assessment Competencies/Dimensions:** Based on our assessment of the MPD Lieutenant position, the following critical competencies (abilities and personal characteristics) will be assessed during the Career Review Board:
1. **Oral Communication:** This dimension involves speaking fluently by expressing ideas and opinions in a clear, concise, and organized manner. This dimension also involves the ability to promote and/or defend ideas by providing supporting information and presenting thoughts in a convincing and logical manner.
  2. **Interpersonal Interactions:** This dimension involves establishing constructive working relationships with others. This includes demonstrating consideration and respect for others' feelings, needs, views, and contributions while maintaining the necessary balance to ensure that objectives continue to be met. This also includes the ability to foster a cooperative team environment, negotiate/reconcile conflict among others, and provide guidance and development opportunities to facilitate performance improvement.
  3. **Analyzing and Deciding:** This dimension involves selecting an appropriate and timely course of action by seeking out and analyzing information from various sources, evaluating the importance and relevance of information, and considering alternative approaches and their implications, both in routine situations as well as unusual situations where more traditional solutions may not apply.
  4. **Managing Activities:** This dimension involves establishing goals, planning activities, and identifying and directing resources in an efficient and effective manner in order to achieve objectives. This includes developing strategies for accomplishing goals that include contingencies for anticipated obstacles, allocating authority and responsibility based on personnel capabilities and priorities, clearly explaining assigned tasks and performance expectations, and monitoring/measuring progress toward goals.
  5. **Accountability:** This dimension involves adhering to and applying policies, procedures, and standards in an appropriate, consistent, and fair manner. This includes setting a personal example by following established rules and regulations and modeling the core values of the agency. This also includes holding others accountable by addressing and correcting problem performance or discipline violations in a timely, consistent, and fair manner.
  6. **Initiative and Independence:** This dimension reflects on an individual's "drive," the tendency to take action without being prompted to achieve objectives. This dimension also involves the ability to work with limited or no oversight while still recognizing when it is necessary to seek others' input before taking action.

**NOTE:** *These are the six competency areas that will need to be addressed (whenever possible) by candidates as part of the Oral Résumé Presentation and Follow-up and Standardized Questions. Additional information is provided on the pages that follow.*

## II. Career Review Board Elements

**OVERVIEW:** The Career Review Board (CRB) evaluations will be based on the extent to which your previous work history, experience, and performance; as well as additional training and development efforts made on your part, have contributed to: **1) your effectiveness as an incumbent MPD Sergeant, or Detective and 2) your potential as an MPD Lieutenant.** These evaluations will be made on the basis of the information presented during your Oral Résumé Presentation and your responses to any Follow-up/Standardized Questions.

### A. Oral Résumé Presentation Instructions and Topics:

You will have a maximum of 10 minutes to give your Oral Résumé Presentation to the Career Review Board. The topics listed below should be covered in your presentation. While you may take less time to present, you will not be allowed to exceed the 10-minute time limit. Furthermore, although the topics have been presented in a specific order below, it is **NOT** necessary that you follow this order when giving your presentation nor that you divide your presentation into separate and distinct sections as has been done below. It is only important that you cover ALL topics listed. Keep in mind that after your Oral Résumé Presentation, the assessor board will ask you a limited number of Follow-Up and/or Standardized Questions during the subsequent 5-minute period.

You may use handwritten or typed notes during your presentation but copies of any notes may NOT be provided to the assessor board. In addition, you may NOT use any visual aids (e.g., overheads, slides, etc.) and you may NOT bring in prepared handouts for the assessors.

**Oral Résumé Presentation Topics:** Candidates should cover the following topics during their Oral Résumé Presentation. Since the board members will review candidates' Written Fact Sheet prior to listening to their Oral Résumé Presentation, candidates should use their Written Fact Sheet as a supporting document to supplement and support points made during the Oral Résumé Presentation, rather than reading the Fact Sheet to the board directly or addressing the Fact Sheet in detail, in and of itself.

**Describe how your past experiences, training, education and other activities or endeavors have:**

1. contributed to the development of the six competency areas to be evaluated, and
2. prepared you to make the transition to, and effectively perform, the Lieutenant's job.

***As you describe how your past experiences have contributed to your development and preparedness, be sure to:***

- relate your comments to the six competency areas whenever possible.
- use specific examples to best illustrate your effectiveness in the various competency areas and the points you seek to make.
- identify one specific competency or area of personal performance that you will need to focus on developing to make a successful transition to the Lieutenant's role and describe the steps you will take to develop in that competency/area.

## **B. Written Fact Sheet Instructions:**

You will be responsible for creating a Written Fact Sheet that will be used to support the information provided during your Oral Résumé Presentation.

### **The purpose of the Written Fact Sheet is to:**

- **Facilitate your efforts and those of the assessors by providing a concise overview of your MOST RELEVANT career highlights and achievements in the context of:**

- your work history with the MPD
- other relevant experiences in work/military/community activities
- relevant special training, educational experiences, awards and commendations

By providing a list of the most relevant facts to the board members in advance, candidates will be able to focus on the presentation topics during their Oral Résumé Presentation, rather than first having to present a list of applicable experience from the Written Fact Sheet. As noted above, the Written Fact Sheet should be treated as a supporting document rather than being read to the board directly or referenced in detail, since assessors will already have reviewed the Written Fact Sheet by the time each candidate enters the boardroom. The same is true for assessors. The Written Fact Sheet is a supporting document for understanding and evaluating the information candidates present during the Oral Résumé Presentation and in response to any Follow-up/Standardized Questions that will be asked.

- **Provide documentation of the facts to be presented during the Oral Résumé Presentation portion of the Career Review Board** to address any concerns candidates might have about the possibility of misrepresentation. If additional facts are presented by candidates during the course of responding to any Follow-up/Standardized Questions, assessors will record those facts for documentation purposes as well. All details presented during the Career Review Board are subject to verification. **Any candidate found to have misrepresented themselves during any portion of the Career Review Board may be subject to disqualification from the promotion process. Further disciplinary action also may occur.**

Candidates should keep in mind that the Written Fact Sheet is intended to support or supplement their Oral Résumé Presentation and should include critical and relevant factual information. **Candidates do NOT need to present all of their experiences on the Fact Sheet but should include and HIGHLIGHT those experiences that are most relevant to their planned Oral Résumé Presentation and which will best convey their effectiveness in the competency areas to be evaluated and their preparedness to assume the Lieutenant's position.**

**AS STATED EARLIER, IT IS IMPORTANT THAT CANDIDATES KEEP IN MIND THAT THE FOCUS OF THE EVALUATION WILL BE ON CANDIDATES' ORAL REMARKS. THEREFORE, CANDIDATES SHOULD FOCUS THEIR EFFORTS ON PREPARING THEIR ORAL RÉSUMÉ PRESENTATION BASED ON THE TOPICS OUTLINED ABOVE AS WELL AS ANTICIPATING ANY FOLLOW-UP/STANDARDIZED QUESTIONS THEY MAY RECEIVE AND THE ANSWERS THEY WILL PROVIDE IN RESPONSE. THE WRITTEN FACT SHEET WILL NOT BE EVALUATED IN ISOLATION.**

### C. Written Fact Sheet Guidelines:

*Candidates are encouraged to follow the guidelines presented below when creating their Written Fact Sheet as this is the format that assessors will be trained to expect. Any significant departures from this format could impact the evaluation.*

- Arial font in a 12-point font size
- One inch page margins on all sides (top, bottom, left, and right margins)
- Single line spacing
- **A maximum of four pages** (8 ½" X 11") in length, and stapled in the top left-hand corner if multiple pages are used; You may double-side each sheet, if desired. There is no minimum page requirement; **no special presentation binders are needed or desired.**
- **Three copies of your Fact Sheet must be submitted to the Fire and Police Commission (FPC) by Friday, May 15 at 4:30 p.m. The three copies MUST be submitted in a manila envelope with your 6-Digit PeopleSoft ID number on the front of the envelope and on each copy. Ensure your PeopleSoft ID number is printed large enough to read. Any candidate who fails to submit a Fact Sheet to the FPC by this deadline may not be allowed to continue in the selection process.**
- Maintain your own personal copy of your Fact Sheet for your reference while preparing for and conducting the Career Review Board.
- Written Fact Sheets will be used for the Career Review Board ONLY and will be maintained by EB Jacobs following the conclusion of all testing.
- ***All information provided must be accurate and truthful. Again, any candidate found to have misrepresented themselves during any portion of the Career Review Board may be subject to disqualification from the promotion process. Further disciplinary action also may occur.***

The Written Fact Sheet you prepare should include the sections presented on the following page (*unless not applicable or relevant*) in the same order in which they are presented, and the guidelines provided must be followed. Some sections (e.g., military service) may not apply. **Again, when completing each section, you should include those experiences that are MOST RELEVANT to the competencies to be assessed during the Career Review Board and to the effective performance of the Lieutenant position.** A sample of a completed Written Fact Sheet is provided to help illustrate what is expected of candidates.

## D. Outline of Fact Sheet Sections

1. **Personal Information:** In this section include your name, current rank, current assignment location, and date of hire with the MPD.
2. **Work Experience:**
  - a. Experience with the MPD: In this section list all assignments held in the MPD starting with your most recent assignment. For each assignment, identify the name of the MPD organizational unit, include the range of dates you held the assignment/job and list at least one, but no more than three, accomplishments you achieved while in the assignment/job.
  - b. Experience outside the MPD: If applicable, in this section, you may also list other work experiences with other organizations that you feel are relevant to the performance of the Lieutenant position. Provide the range of dates for each experience and list at least one, but no more than two, accomplishments achieved while in any given job.
3. **Military Service:** If applicable, in this section include the branch of the military in which you served or are serving and the highest rank you achieved. You may also include any accomplishments you achieved while serving in the military that you feel are relevant to the performance of the Lieutenant position.
4. **Education:** In this section include the highest level of education completed. If you have obtained a college degree, or are in the process of obtaining a degree, list the name of the college(s) you have attended or are attending, and identify the area in which the degree has been or will be obtained. If you are in the process of pursuing a degree, provide the number of credit hours completed and your expected graduation date. You may also include any accomplishments you achieved while completing your post high school education that you feel are relevant to the performance of the Lieutenant position.
5. **Special Training:** In this section list any special training you have received which you feel is relevant to the performance of the Lieutenant position. *It is not necessary to include more routine, mandatory training.* Information in this section should focus on MPD training or other training that is NOT required of all personnel.
6. **Other Relevant Experience (Committees, Boards, Affiliations, etc.):** If applicable, in this section list any boards, affiliations, committees, volunteer organizations, etc. on which you have served within or outside the MPD that you believe have helped prepare you to perform in the position of Lieutenant.
7. **Other Relevant Information:** If there are any additional facts that you believe are relevant to the performance of the Lieutenant position but do not fit within the above sections please include them in this final section of the Written Fact Sheet.

Please note that there is NO separate section on the Written Fact Sheet for listing the awards or other forms of recognition you have received. This information can instead be included within the existing sections, where applicable.

Keep in mind that to best convey how any experience, award, recognition, etc. identified in your Written Fact Sheet reflects on your effectiveness, you should clearly explain (during your Oral Résumé Presentation) what you did as part of the experience, and/or to achieve the award/recognition, and how it has contributed to your potential to perform the Lieutenant's job.

## **E. Sample Fact Sheet – *Provided for Illustrative Purposes Only:***

A sample Fact Sheet is presented below. Please note that this sample excludes sections 2b and 7, suggesting there was no other relevant work experience outside the MPD (2b) and no other relevant information (7) to be addressed.

### **Personal Information**

Sergeant Tracey H. Copeland  
Milwaukee Police Department (MPD)  
(Insert Current Assignment/Location)  
Date of Hire: July 25, 1996

### **Work Experience with the MPD**

Patrol Sergeant – (Insert Assignment/Location) (2004 – present)

- Recognized for work on issues related to communicable diseases and officer safety.
- Chosen as the Area IV representative to the State Incident Management Team (IMT).

Patrol Officer – (Insert Assignment/Location) (1996 – 2004)

- Conducted intensive follow-up on numerous burglaries of residential homes, resulting in 22 cases cleared.
- Recognized for making the most DUI arrests in assigned location with 42 in 2004.
- Received a Chief's Commendation Medal for creation of the first School Resource Officer (SRO) Program.

### **Military Service**

- Currently serving at rank of Master Sergeant in the United States Air Force Reserve (USAFR)
  - Received USAF Achievement Medal

### **Education**

- Bachelor of Science, Criminal Justice, University of Wisconsin, 2002.
- Masters candidate, Business Administration, University of Wisconsin; 9 credits completed; expected graduation – December 2015.

### **Special Training**

- Advanced Collision Investigations
- Certified Instructor Course
- D.U.I. Prosecution Seminar
- Capabilities of NCIC

### **Other Relevant Experience (Committees, Boards, Affiliations)**

- Chairperson, Leadership Forum, 2010

## **F. Follow-Up and Standardized Questions:**

As noted above, the second part of the Career Review Board will consist of a limited number of Follow-Up and/or Standardized Questions. Sample questions are presented below for illustrative purposes only. These samples are generic prototypes, representing the types of questions you might encounter during the actual Career Review Board. The actual questions you receive have been developed based on the duties, tasks, and situations of relevance to MPD Lieutenants, and are designed to assess the Career Review Board assessment competencies identified earlier in this Guide.

### **1. SAMPLE Follow-Up Questions**

The Board will ask you a limited number of follow-up questions based on the information you provided in your presentation. The follow-up questions may ask you to:

- a) Explain the reasons for your past behaviors.
- b) Clarify or expand upon information you provided.

### **2. SAMPLE Standardized Questions**

The Board will ask you a limited number of standardized questions regarding issues of relevance to your past, present or future job-related experiences.

- a) What do you feel are some of the biggest operational challenges facing police supervisors and commanders in today's law enforcement environment and how would you address those challenges as a new Lieutenant?
- b) Provide an example of an instance in which you had to make a difficult decision on the job and describe the steps you took to ensure you could make that decision in an effective and timely manner.

### **III. General Preparation Suggestions for the Career Review Board**

The focus of the Career Review Board will be placed on the assessment competencies described earlier, as they relate to past, present, and/or hypothetical future job relevant experiences. Since the first portion of the Career Review Board is included directly in this Guide, you can prepare directly using the information and guidelines provided for the Oral Résumé Presentation and Written Fact Sheet.

To assist you in drafting/creating your response to the Oral Résumé Presentation Topics, drafting your Written Fact Sheet, and preparing for any Follow-up and/or Standardized Questions, consider the following questions and any additional questions you can generate that are similar to the samples presented in this Guide:

- What types of behaviors do current MPD Lieutenants exhibit that lead to success? How do these behaviors relate to each of the competency areas to be assessed?
- Organize and write down examples of successful past performance. Think about how these examples relate to each of the Career Review Board competency areas to be assessed. What did you do well? What could you have done to be more effective?
- Organize and write down examples of areas where you have had difficulty in the past. Think about how these examples relate to each of the Career Review Board competency areas to be assessed. What did you learn from these examples? What have you done to improve your performance in these areas?
- Think about some of the critical issues or challenges currently facing MPD Lieutenants and/or the Department as a whole. How would you describe these issues/challenges and what do you feel you can do as a Lieutenant to help address these issues/challenges?
- Think about how the various competency areas relate to the overall effectiveness of the Department and its members. As a Lieutenant, what can you do in each of these areas to contribute to the development and success of the organization as a whole and its individual members?

To assist you in giving your Oral Résumé Presentation, practice delivering the presentation to others who can provide feedback. Be sure that you can complete your Oral Résumé Presentation in 10 minutes or less as you will not be allowed to exceed the time limit allotted at the test site.

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## **CONCLUSION**

This Preparation Guide is designed to familiarize candidates with all aspects of the Oral Board Examination and Career Review Board components of the promotion examination, including the scenarios and questions, logistics, and evaluation procedures; as well as to provide some suggestions for preparation. The suggestions provided here are not exhaustive – we encourage candidates to engage in any additional preparation strategies they believe will enhance their chances of performing effectively on the promotion examination and on the job.

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**BEST OF LUCK!**